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This 1968-69 survey of adult basic education (ABE) in New Hampshire sought to collect basic data, to provide an innovative survey approach, and to develop an effective means of program expansion for over 56,000 foreign born and other adults with less than an eighth grade educational level. Interviews were held, and 21 ABE classes visited in nine communities; 18 ABE personnel furnished self-evaluations during course in Manchester; and briefings were held for ABE teachers and directors. ABE directors, teachers, counselors, and students were surveyed by questionnaire, and responses from 57 community leaders were also tabulated. Such program aspects as patterns of cooperation, program objectives, effectiveness of classroom techniques, teacher characteristics, student background and aspirations, selection of textbooks, scheduling, and testing were investigated. It was concluded that the overall program is beginning to meet the needs of its clientele. Needs in leadership training, curriculum, methods, publicity, and cooperative planning were suggested, together with steps for back home implementation. (The document includes 46 tables.) (ly)

# SURVEY OF ADULT BASIC EDUCATION IN NEW HAMPSHIRE

Report Submitted to the

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

by the

ADULT BASIC EDUCATION SURVEY TEAM

of the

NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

1968 - 1969

# PREFACE

The National Association for Public School Adult Education exists primarily to provide leadership for teachers, counselors, and administrators of adult education programs throughout the United States. In this role NAPSAE has been proud to conduct a survey of the adult basic education program in New Hampshire. It is our feeling that this kind of "action research" is a most proper--and even a vital--function of a professional association if it wishes to maintain a leadership position.

Our Survey Team devoted many hours, both in New Hampshire and in Washington, to the important task of assessing this state-wide educational program. Richard W. Cortright, Director of the NEA Adult Education Clearinghouse and Special Projects, served as Survey Director. The other two members of the Survey Team were Robert A. Luke, Director of the NEA Division of Adult Education Service, and myself.

Throughout the past year as we have participated in activities related to the New Hampshire Survey, we have tried to provide for maximum involvement of New Hampshire citizens. We have attempted to avoid making subjective judgments. The primary purpose of the Survey has been to assess the adult basic education program in New Hampshire so that it may become even more effective in the future. In that spirit we submit this report.

James R Dorland

James R. Dorland
Executive Secretary

# ACKNOWLEDGMENTS

The Team wishes to thank the many citizens of New Hampshire who contributed their time and talent toward the development of this Report. The hospitality everywhere in the Granite State was marvelous. However, special appreciation must be given to Mr. John E. Sideris, Consultant, Adult Basic Education, who gave unfalteringly of his time and energy throughout the entire Survey. In addition, our particular appreciation goes to the following educators:

Mr. Frank W. Brown, Chief of the Division of Instruction, New Hampshire Department of Education

The ABE Directors in the Field Sites:

Mr. James Diamantis, Manchester
Mrs. Rose Emery, Laconia
Mr. James Gaskell, Concord
Mr. Richard Green, Rochester
Mr. Franklin Hayward, Salem
Mr. Richard Pinette, Berlin
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Miss Edith Uunila, Secretary, Division of Adult Education Service, NEA

The report is, however, entirely the responsibility of the Survey Team.

Richard W. Cortright, Survey Director
Washington, D. C.

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# INTRODUCTION

The problem of adult undereducation exists in every state. New Hampshire is no exception.

The NAPSAE Team undertook this Survey in order to assess the adult basic education (ABE) program in New Hampshire in order to be of specific help to school personnel in the state who are helping adults overcome educational deficiencies. This Survey included most of the ABE personnel and students in the state, as well as a representative of non-ABE personnel.

What was the purpose of the Survey?

1. To provide ABE directors, teachers, and counselors with benchmarks about ABE in New Hampshire.
2. To provide information about ABE to communities without ABE so that these communities might begin their own ABE programs in cooperation with state and national agencies.
3. To provide information to non-ABE personnel so that their support might be gained for ABE.

To do this the Team developed a survey design which included personal interviews of community personnel, a mailed community questionnaire, a briefing of ABE personnel about the survey design, field visits to ABE classes, pre- and post- questionnaires of ABE instructional personnel and students, and a seminar for key personnel about the Survey. The Survey was based both on questionnaires and on meeting people and obtaining as accurate an assessment as possible of what was really going on.

## What is ABE?

The Adult Education Act of 1966, as amended, authorizes the State Department of Education to approve projects for adult basic education by local school districts, and permits reimbursement from Federal funds to such districts of an amount equal to ninety percent (90%) of the total verifiable sums expended for the cost of the program. This Federal Act, as implemented by the New Hampshire State Plan, is designed to offer adult basic education to all persons 16 years of age or older with less than eight grades of school completed. Section 1.63-2 of the State Plan stipulates that the New Hampshire Department of Education will give first priority to local programs which provide for instruction in speaking, listening, reading, and writing the English language, for persons functioning at the fifth grade level or below. Second priority will be given to similar instruction for persons functioning above the fifth and through the eighth grade level.

In the language of the Act, "adult basic education" means education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training, and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

## What is ABE in New Hampshire?

Essentially, ABE is a program to eliminate illiteracy and functional illiteracy among an estimated 56,000 adult inhabitants of New Hampshire. Any person is eligible for education under this Act who is 16 years of age or older and has less than an eighth grade education. Also eligible are adults who desire to learn English as their new language, regardless of how much education they have had in their native tongue. Instruction is free and all study materials are provided at no cost to the students. New students may enroll at any time. Adult enrollees are interviewed and tested when they come to the program and are assigned to their appropriate instruction level. The instructional emphasis is upon the basic skills of speaking, reading, writing, and computation. These skills are taught on two levels:

Lower Level (comparable to Grades 1-4)
Higher Level (equivalent to Grades 5-8)

> In imparting these basic skills, study materials are utilized which are appropriate for adults and include as their content such adult needs as consumer education, practical government, health and safety, pre-vocational orientation, parent and family life education, as well as other related areas which adults need to know in order to cope more effectively with their daily responsibilities.
>
> During the previous three years the ABE program in New Hampshire had helped more than 2300 educationally disadvantaged adults to "compete more effectively in the job market, as well as to improve the quality of their lives through education."

However, since more than 56,000 adults in New Hampshire have less than an eighth grade attainment, the task for ABE has not been completed. An example of ABE in New Hampshire has been reported in the following editorial from the Keene Evening Sentinel:

> Those adults in the community who happen to be fortunate enough to have a good education probably would have been puzzled if they could have looked in on a local workingman and seen how he spent his "leisure hours" last winter.
>
> He was the head of a family and worked every day to support it. They would have seen him studying at his kitchen table before going to work in the morning, and studying again at night after the table had been cleared of the supper dishes and the children had been put to bed.
>
> To the well-educated, what he accomplished last winter may not have seemed significant, but it was. He studied himself from the first-grade reading level to the sixth.
>
> He was a "student" in Keene's Adult Basic Education Program, which begins its fourth year next week.
>
> The course is free and runs 25 weeks, two nights a week. Last year more than a dozen people finished the course, and this year more than 20 are already enrolled, including several foreign-born citizens who will be studying English as a second language.
>
> Several adults who began the program with a fifth or sixth-grade reading level already have "graduated" to the high school equivalency program.
>
> The Basic Education Program is designed to help the individual prepare himself not only for securing a better job, but for helping him make his life more meaningful. Only those who have experienced it realize what it means to advance, in a matter of months, from the

ability to read only the most simple, first-grade fare to a point where a newspaper or magazine can be picked up in a barber shop and read with relative ease.

Upon completing the eighth-grade requirements, a Basic Education student is prepared to continue and complete his high school education.

The program is an important one, because it reaches those who really need help and who want it badly enough to admit, at a late age, that they still need elementary education.

# I. GENERAL OBSERVATIONS

The Survey Team found that the Adult Basic Education program in New Hampshire is beginning to meet the needs of undereducated adults in the state.

However, for the program to continue to increase in effectiveness, the state of New Hampshire, at the top administrative and legislative levels, must augment its existing concepts of education as a prerogative of boys and girls with a concept of continuing education. A Bureau of Continuing Education is desperately needed. The proposed bureau requires sufficient professional staff to help local school superintendents and boards of education think about the current problems of undereducation and manpower needs that only a remedial program of adult education can help solve.

Obviously, this kind of a development is not going to "happen." It must be "caused." It is the hope of the Team that the results of the Survey will be directed toward generating forces which can begin to interpret to state and local officials the need to give additional consideration to the needs for continuing education in the state. Hopefully, the Survey may itself have served as a catalyst in this direction by involving state officials and community and educational leaders. As a result of the discussion of members of the Team with Head Start personnel in one local community, the Head Start leadership was encouraged to undertake a study to identify the educational background of the parents in the program and begin to plan an education program accordingly.

The Employment Security officer, as a result of a Team interview, agreed to undertake a referral system whereby members of his staff referred individuals to an ABE program. A memorandum of this person's name and address would be sent to the local ABE director for follow-up.

The Model Cities Program in Manchester is planning an all-out, comprehensive ABE program. The Model Cities staff will give the schools a chance to get involved if the local school district is interested.

New Hampshire is a rural state. Transportation is a grave problem. People living on farms have difficulty--even in summer--traveling over poor, unlighted roads into a town to attend evening ABE classes. In New Hampshire, the "poor people" and the undereducated are more invisible than they are in the large industrial states. They do not have spokesmen; there is no organized civil rights movement, and state officials seem to be relatively unaware of the problem of adult undereducation.

It was obvious that in those communities where the Team visited, ABE is relatively "outside" the local public school, even though it operates administratively within it. The directors do not look to their superintendents or assistant superintendents for direction. Rather, it is as though the state director of adult education was their supervisor. There is, of course, an advantage in this structure in that there is considerably greater potential for program flexibility when local directors do not have to deal with the bureaucracy of the local school system. The disadvantage, of course, is that their program is not an integral part of the public school. There is limited potential in any of the programs surveyed for building a long-term program.

There should be far greater involvement on the part of the local directors of ABE programs in working with citizen groups. They want to do this, but are handicapped on two scores. First, being part-time, they simply do not have the time to get involved in community work. Second, they lack knowledge of the skills of involvement.

Obviously, high school equivalency programs are a great need. The Model Cities Program, the Head Start potential, the work of the vocational schools, and the public schools can help. All of those who are working in this field would be the first to recognize that ABE is but the first step and that they must move on toward high school completion courses.

## RECOMMENDATIONS

A set of Preliminary Recommendations for the ABE program in New Hampshire was prepared and distributed to participants in the Concord Seminar (see pages 72-75 ). During the Seminar all participants were given the opportunity both verbally and orally to react to these suggestions. The written reactions were studied by the Team. The following recommendations are a result, therefore, of both the preliminary recommendations and the reaction to them by participants in the Concord Seminar.

## RECOMMENDATIONS FOR THE ABE PROGRAM IN NEW HAMPSHIRE

### I. Leadership

A. At the State Department of Education level, New Hampshire made its first commitment toward serving the educational needs of adults when it employed--mostly with federal funds--a full-time state supervisor of adult basic education. Prior to that time the State Department of Education provided limited leadership and money for adult education.

| FISCAL YEAR | MATCHING STATE AND LOCAL FUNDS |
|---|---|
| 1966 | $ 7,300.28 |
| 1967 | 5,483.97 |
| 1968 | 13,252.29 |
| | TOTAL $ 26,036.54 |

The first and basic recommendation is that the state of New Hampshire should include in the annual budget of the Department of Education a line item for adult education leadership.

B. Although adult education needs to be up-graded within the State Department of Education, this probably will not happen to any significant extent until legislation is passed authorizing the state of New Hampshire to make a financial commitment to adult education. This commitment should include funds for an adult high school equivalency program. The careful utilization of existing funds will justify further tax support.

C. At the State Department of Education level--both administratively and legislatively--the concept of continuing education must be implanted, as an integral part of public education. A Bureau of Continuing Education is desperately needed. The Bureau needs to be staffed adequately with consultants and technical personnel to help local school systems solve current problems of undereducation, high school completion, and manpower needs. Under the present circumstances, the state director of adult basic education is doing a superb job; however, he has no supportive services.

Additional State Department of Adult Education Staff members should be employed and assigned, perhaps on a regional basis of two or three regions. State Department of Adult Education staff members should have responsibilities for general adult education, not just for adult basic education. One of the weaknesses of the New Hampshire adult education program is that it is heavily concentrated on adult basic education with little or no emphasis on high school education for adults, including consumer education, home and family living, or other broader adult programs. It should be viewed as a total program with differentiated services. Reading specialists should be added to the State Department staff to give assistance on a continuing basis to ABE teachers throughout the state.

D. The staff of the Model Cities and the Manchester Board of Education program should be encouraged to develop and sponsor in Manchester a seminar for local governmental, school, and community leaders on the contributions of continuing education to community development.

E. A regular sequence of at least two adult education credit courses, emphasizing ABE, should be established in the state university system and made easily available to possible participants.

F. A logical next step in the continuing developmental program for ABE in New Hampshire is for a training team to provide an in-service training program for local ABE directors on methods and techniques of community and client interviewing. This might well be coordinated with in-service training in methods of assessing the community structure and techniques of stimulating change. The State Department should contract with the state university system and/or with other professional trainers to conduct a systematic program of training for adult educators. Even though local directors of adult education will probably have to continue to work part-time in adult education, this does not preclude them from learning adult education principles and techniques relative to recruitment, supervision, and working with community agencies. There should be greater relevance to practical problems in pre-service and in-service courses.

Training for adult education teachers and counselors is also desperately needed.

G. A "package" program on the reasons for--and importance of--ABE should be developed by the State Department of Education. Utilizing the "gatekeeper" functions of local ABE personnel, the program would be presented to PTA's, Service Clubs, and meetings of professional associations throughout the state of New Hampshire. The "package" might well consist of a multi-media presentation of spoken comments, projected photographs, and recorded interviews. In addition, "non-information" packages should be used, such as participating techniques to help individuals reached by the program experience "how it feels to be undereducated."

H. Means must be found for developing ABE programs for rural residents of New Hampshire. An extension program--or an itinerant teacher program--needs to be developed which will take the ABE program into the smallest communities.

I. Consideration should be given to finding a substitute term for "Adult Basic Education." ABE may be jargon and not easily communicable to the individuals for whom the program is most intended. Possible substitutions are "Adult Learning" or "Continuing Education."

J. Consideration should be given to such practices as developing a full-time ABE Center in Manchester, using Community Action Program community aides for teaching or using nurses and community aides for recruiting ABE students.

K. It is recommended that where possible and when necessary, transportation to and from ABE classes be provided. In addition, car pool arrangements among adult students should be encouraged.

## II. Curriculum and Method

A. In order not to lengthen the ABE program and still fulfill the needs of the adult students, the current annual 100 hour program in ABE should be redesigned to include a complete ABE program so that a student may progress "beyond ABE" after 100 hours.

B. ABE classes should be student-centered and should include practical information like filling out application forms. Every effort should be made to find out what the students want.

C. When necessary and possible, inmates of a correctional institution might be granted released time to participate--with appropriate supervision--in a local ABE class.

D. Though training is crucial, it is most important that ABE personnel be selected who really care about ABE students.

E. Comprehensive adult education programs should be established throughout the state. These programs should in no way detract from support of K-12 programs.

F. A "magic" number of minimum enrollments--often "ten or more"--should not be mandatory in ABE classes. Sometimes two or three individuals can be served economically at one time by one teacher.

G. Insofar as possible the location of ABE classes should be in settings such as stores, churches and factories as well as schools. All too often, "school" is a symbol of past failure for ABE students.

H. Coordination with vocational education programs should be achieved, first by coordinated planning with vocational educators so the ABE will flow into vocational education programs.

I. An adult education need in New Hampshire is not only for adult basic education (which is largely a Teaching English as a Second Language program), but for a high school equivalency program. It is recommended that a combination of night high schools or summer high schools be initiated to make available more opportunities for acquiring regular school diplomas. Most schools are either completely closed or only partially operational during the summer months. Such schools would afford an excellent opportunity to bring in undereducated adults to participate in either a full-time or part-time educational program.

## III. Involvement

A. The existing state Advisory Committee on adult education must be strengthened in order to enhance the image of Adult Education in New Hampshire. New Hampshire should capitalize on the talents of the members of its Advisory Council. To be effective the Advisory Council must be involved at all levels--from policy formulation to program evaluation. It must be representative of the broad spectrum of New Hampshire life and should be given the mandate of helping in the development and promotion of adult education programs designed to meet the educational needs of the total community. Until broad-based community involvement is obtained, adult education will continue to have a rather obscure public image, and local programs in too many instances will be operating in isolation from the mainstream of life in the local community.

B. Local directors should involve in an advisory role the personnel of the types who responded to the Community Questionnaire prepared by the Team (see pages 23-25 ). Every local director of adult education should conduct--as part of his in-service education--a series of interviews with the leaders of the various agencies in his community, similar to those conducted by the Survey Team. Each local director should be given training in the"care and feeding" of Advisory Committees. Advisory Committees are important, but should be developed in such a way that they can actually identify and diagnose relevant programs and not serve as administrative "window dressing."

C. An effort must be made to involve local superintendents and boards of education in ABE. Special efforts should be made to present the "package" media program (referred to in I-G above) to statewide meetings of school administrators and principals. The staff of the State Department of Education--through scheduling visits and consultations--should make special efforts to develop close communication and encourage problem-solving opportunities between the local director and his local superintendent.

D. Every effort must be made in meetings of school boards, through the press, and other means, to interpret ABE as a local program, even though it is financed largely by federal funds disbursed by the State Department of Education. In addition, financial support from industry and private sources should be encouraged.

E. Each local program should involve the local educational associations in recruiting students. The New Hampshire Education Association has included Adult Education in its organization and wishes to become more closely involved in Adult Education programs.

As a means of helping implement many of the above recommendations, the directors of ABE and local directors of adult education in the state should organize themselves into a strong adult education association to help bring about such changes which they themselves deem significant. Adult educators across the state should organize themselves in cooperation with the New Hampshire Education Association and the National Education Association and other groups to develop an appropriate adult education legislative program. The new adult education committee of the NHEA is a good step in this direction.

F. An aggressive campaign of public information about adult education must be developed as soon as possible. The invitation of the New Hampshire Education Association to publish an article for a forthcoming issue of its Journal should be accepted.

G. A program should be developed to use volunteer teachers and aides.

H. The survey instrument used to gather basic data for the present data should be readministered to give long range data about the development of ABE in New Hampshire.

I. A Survey should be conducted to evaluate the implementation of the aforementioned recommendations in 1969 and 1970.

## RECOMMENDATIONS FOR IMPLEMENTATION OF THE REPORT MADE AT THE CONCORD SEMINAR

1. Potential students in the local ABE programs should be surveyed in order to determine what they see as important in their ABE course of study.

2. The Survey Report should be sent to legislators, industrialists, industrialists, interested groups, and educators in all communities. The results of the Concord Seminar report should be taken to the local level for evaluation and local implementation in terms of their felt needs and local priorities.

3. Model ABE programs in the state should be identified and made known.

4. A statewide task force should be formed to effect legislation in order to obtain necessary funding. Guidelines for programs at the local level should be published. Regions should be established throughout the state to facilitate administration and training of personnel.

5. A special conference should be held between the State Department of Education and the university-college system based on this Report in

order to begin the discussions necessary to establish credit curricula in ABE in the state.

6. It should be made mandatory by state legislation for each school district to support a kindergarten through adult education program.

## II. DESIGN OF THE SURVEY

The Survey of adult basic education (ABE) in New Hampshire was undertaken by the National Association for Public School Adult Education (NAPSAE) in cooperation with the New Hampshire State Department of Education in order (1) to provide baseline data on ABE in New Hampshire, (2) to provide an innovative approach in surveying ABE which would use a system of questionnaires, field visits and community interviews with both ABE personnel and others, and (3) to develop mutually an effective means whereby ABE can expand throughout the Granite State.

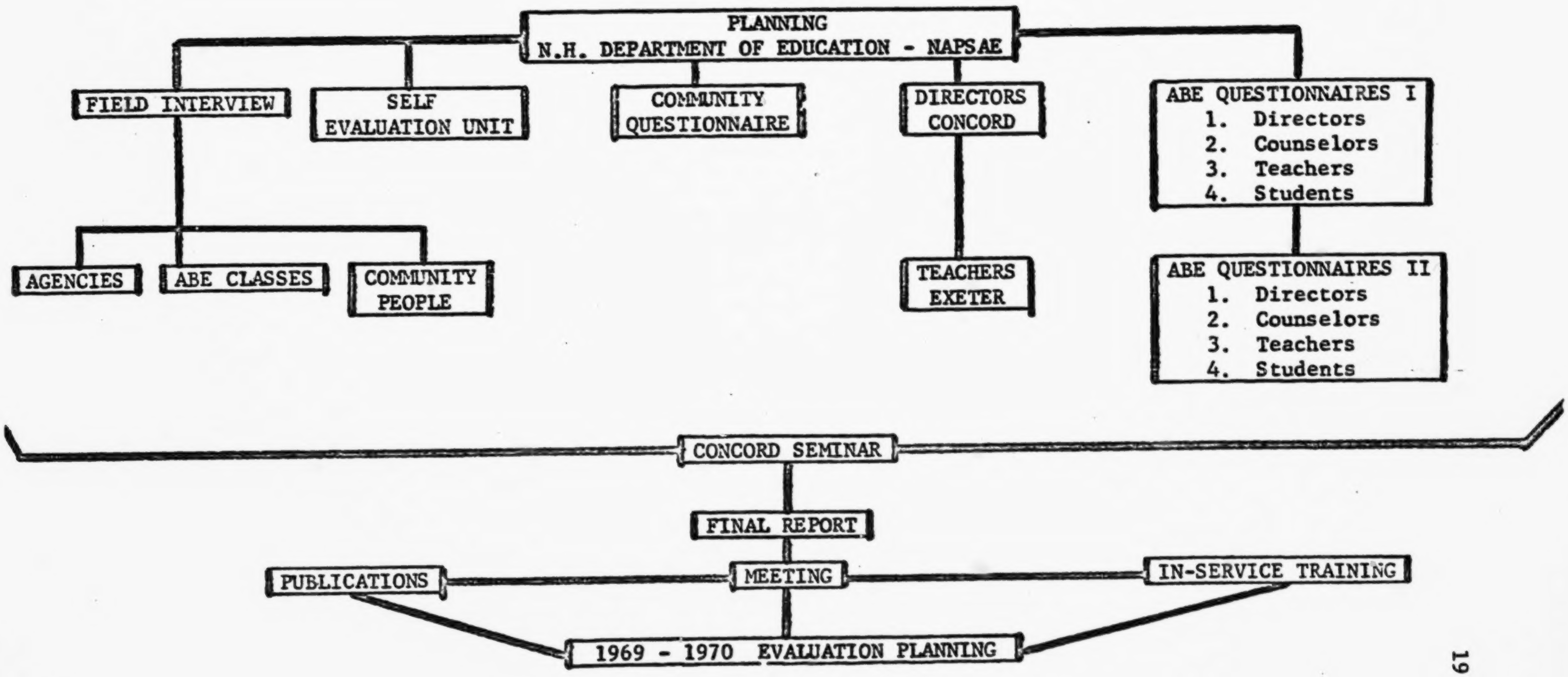
In order to do this, the following procedure was undertaken (see page 19):

1. Developmental plans were prepared by NAPSAE with the New Hampshire Consultant on Adult Basic Education.
2. Field interviews were conducted among agency personnel and private citizens in nine New Hampshire communities. Twenty-one ABE classes were visited in these communities.
3. A self-evaluation of eighteen ABE personnel was conducted during the University of New Hampshire ABE course in Manchester.
4. A briefing for ABE teachers was held in Exeter and a briefing for ABE directors in Concord during the Survey.
5. A questionnaire was sent to community leaders throughout the state. Fifty-seven responses were tabulated.
6. Questionnaires for ABE directors, counselors, teachers, and students were sent to all ABE personnel in the state both in the fall of 1968 and the spring of 1969.

# SURVEY OF ADULT BASIC EDUCATION

# IN

# NEW HAMPSHIRE


PLANNING
N.H. DEPARTMENT OF EDUCATION - NAPSAE
FIELD INTERVIEW
SELF EVALUATION UNIT
COMMUNITY QUESTIONNAIRE
DIRECTORS CONCORD
ABE QUESTIONNAIRES I
1. Directors
2. Counselors
3. Teachers
4. Students
AGENCIES
ABE CLASSES
COMMUNITY PEOPLE
TEACHERS EXETER
ABE QUESTIONNAIRES II
1. Directors
2. Counselors
3. Teachers
4. Students
CONCORD SEMINAR
FINAL REPORT
PUBLICATIONS
MEETING
IN-SERVICE TRAINING
1969 - 1970 EVALUATION PLANNING

7. The Concord Seminar was held in May 1969, in order to report to and involve people throughout New Hampshire in ABE and the ABE Survey.
8. This report was prepared, based on information from the above sources and transmitted to the Consultant on ABE at a special consultation in Washington, D. C., in August 1969, at which time future publications, in-service training and evaluation planning were considered.

## A. FIELD INTERVIEWS

Interviews were conducted by the Survey Team in each community where ABE classes were visited. A list of each of these communities and the titles of personnel interviewed appears on page 21. The purpose of this part of the Survey was to examine linkages (1) between ABE personnel and other government agencies, including the Department of Education and (2) between ABE personnel and non-government organizations. Interviews were often conducted in agency offices, but they were also conducted in restaurants, on the street, and in business offices. These interviews were arranged by the state ABE office, but carried out independently without the presence of state or local ABE directors.

It was clear from the interviews that the state ABE Consultant was extremely well-known and highly respected throughout the state, both personally and professionally. Many linkages between ABE personnel and agencies and private organizations had been formed. This fact also became apparent from the results of questionnaires to ABE Directors. A good example of this cooperation was between ABE personnel and the Work Experience Program, and the fact that people in the communities often knew there was an ABE program in their community. An interesting arrangement was the borrowing of ABE instructional materials by a fellow ABE teacher for day school programs in a nearby community. In this case, the experience of ABE was helping junior high school students.

## FIELD INTERVIEWS

| COMMUNITY | PERSONNEL INTERVIEWED | CLASSES VISITED |
|---|---|---|
| Berlin | High School Industrial Arts Chairman<br>Parish Priest<br>Superintendent of Schools | 3 |
| Claremont | ABE Director<br>Labor Department official<br>Librarian<br>Police Officer<br>Reporter | 2 |
| Concord | Commissioner of Education<br>N. H. Education Association, Executive Secretary<br>N. H. Employment Security official<br>N. H. Heart Association official<br>N. H. State Prison Director<br>Office of Economic Opportunity<br>Vocational Rehabilitation Director<br>Vocational-Technical Educator<br>Work-Experience Program Director | 2 |

| COMMUNITY | PERSONNEL INTERVIEWED | CLASSES VISITED |
|---|---|---|
| Dover, Rochester, Somersworth | Community Action Program Director | 3 |
| | N. H. Employment Security officials | |
| | Newspaper Reporter | |
| | Superintendent of Schools | |
| | Work-Experience Program Director | |
| Keene | ABE Director | 2 |
| | Bank Vice President | |
| | Director, Chamber of Commerce | |
| | Personnel Director, Factory | |
| | Public School Teacher | |
| | Vice President, Manufacturing Company | |
| Laconia | ABE Director | 2 |
| | Community Action Program Director | |
| | Director, Adult Education | |
| | Education Association President | |
| | Newspaper Editor | |
| | Superintendent of Schools | |
| Manchester | ABE Director | 3 |
| | Community Action Program official | |
| | Legal Services member | |
| | Manpower Development Training Center official | |
| | Model Cities Program official | |
| | Superintendent of Schools | |
| | Work-Experience Program official | |
| Newport | Librarian | 2 |
| | Minister | |
| | Probation Officer | |
| | Small Loan Manager | |
| | Labor Union Vice President | |
| Salem | ABE Director | 2 |
| | Community Action Program official | |
| | Minister | |
| | Superintendent of Schools | |
| | Teachers' Association member | |
| | Visiting Nurses' Association official | |
| | | TOTAL 21 CLASSES |

Several questions were raised, however, as a result of the field interviews. The following statements are responses to those questions:

1. Criticism by industrial leaders of public school programs revealed a lack of understanding of the ABE formal program.
2. An eighth grade equivalency, let alone a fourth grade level, did not appear to help an adult in obtaining better employment.
3. Mass media had not been used sufficiently to solicit public support for ABE.
4. Libraries had not often been used as sites for ABE classes or as sources for ABE supplementary materials.
5. Recruiters had only begun to explore the various channels open to them, for example, through local industries, to find possible ABE students?

## B. COMMUNITY QUESTIONNAIRE

In order to assess the effectiveness of ABE programs in terms of personnel in New Hampshire not involved in the ABE program, a Community Questionnaire was prepared and sent to a representative group of 17 kinds of community leaders in each of the communities with ABE programs in the state. More responses came from librarians than from any other single group. A list of the 57 respondents, by profession, is tabulated on page 24. In most cases these respondents were different from the people involved in the Field Interviews (see pages 21 and 22).

## COMMUNITY QUESTIONNAIRE

1. 57 Respondents: Assistant Principal (1)
Banker (1)
Chamber of Commerce (6)
Clerk of Court (1)
County Commissioner (3)
Editor (3)
Fire Department (2)
Health Officer (1)
Home Economist or Extension Agent (6)
Librarian (11)
Mayor (3)
Police (6)
Probation (3)
Public Health (6)
Selectman (2)
Town Clerk (1)
Welfare (1)

2. Have you heard of the adult basic education program in your community?

Yes (53) No (3) Blank (1)

3. Have you ever visited an adult basic education class?

Yes (14) No (43) Blank (0)

4. Do you know of any teacher in the adult basic education program?

Yes (40) No (16) Blank (1)

5. Do you know of any student in the adult basic education program?

Yes (28) No (28) Blank (1)

6. Have you ever encouraged an under-educated adult to enroll in the adult basic education program in your locale?

Yes (36) No (20) Blank (1)

The Community Questionnaire indicated (1) ABE was known by most of the respondents; (2) that 33% of the respondents had visited an ABE class; (3) that 70% of the respondents knew an ABE teacher; (4) that 50% of the respondents knew a student in the ABE program, and (5) that 60% of the respondents had encouraged adults to enroll in a local ABE program.

Although the sample of respondents may not be described as necessarily representative of the community populations in New Hampshire, the data does reflect an impressive awareness of citizens to ABE in the state.

## C. BRIEFING OF ABE PERSONNEL

During the time of the Survey, the University of New Hampshire was conducting a credit course for ABE personnel in Manchester. At one session a member of the Team presented guidelines for the Survey and also conducted a self-evaluation of the participants in the course. The goals of the ABE teachers as perceived by the teacher participants in the course, in rank order, were to:

1. Fulfill students' desires to improve themselves and be able to read and write better.
2. Upgrade students' ways to earn a living.
3. Enable students to communicate better with the people they meet in their work and community.
4. Improve students' vocational chances by giving a rewarding experience which will give students confidence in themselves.
5. Help the students to learn to read for pleasure.
6. Help students realize they are wanted and accepted.

In addition, a member of the Team also conducted a briefing about the Survey for the ABE directors and counselors during an in-service program in Concord and a briefing about the Survey for ABE teachers during an in-service workshop in Exeter. These opportunities made it possible for the Team to explain the Survey, to gain the cooperation of the ABE personnel, and to field questions concerning the administration of the questionnaires. In addition, a survey of the attitude of ABE personnel toward ABE students was administered during the debriefing.

## D. FIELD SURVEY OF ABE CLASSES

Imperative to the Survey was a careful examination of the actual classes being conducted for ABE students. Surveys were conducted of 21 classes in three principal geographical areas of New Hampshire, the north, south central, and west. Nine communities were visited. The names of the communities including the number of classes visited in each community is listed on pages 21 and 22. Most of the classes were visited by two members of the Team, each of whom independently completed a pre-tested evaluation form on the class visit. These visits made ABE in New Hampshire "come alive" to the Team.

As a result of visiting classes, the Team made the following observations, all of which are subject to modification, dependent on new data:

1. Relatively few ABE students are members of the "hard core" of undereducated adults in New Hampshire.

2. The priorities in the New Hampshire state plan for ABE classes to be scheduled first for the lower level (grades 1-4) and next for the higher level (grades 5-8) do not seem to be met.
3. Too many straight lectures were being presented.
4. ABE teachers should talk less during classes and involve participants more.
5. Audio-visuals were not being utilized much to stimulate greater learning.
6. There was little evidence of student pre-planning for class, such as the preparation of homework.
7. Class locations were not necessarily appropriate for all of the students.
8. Books for children should be used cautiously with the abundance of useful adult materials.
9. The acting out of memorized dialogues did not appear to aid French-speaking students.
10. Careful help did not seem to be given to aid in the development of more acceptable English-speaking patterns for French speakers.
11. The diagramming of sentences did not provide useful information for adult students.
12. Straight rows of chairs should be rearranged for greater class informality.

The Team was generally impressed with a number of the ABE classes. One Team member reported, "I was discouraged by what I saw . . . and did not see. I saw mostly 'recitations' with, sometimes, only one or two students answering, with the teacher going on seemingly under the impression that if part of the class responded, all 'knew'. I did not see any evidence of any use of programmed instructional materials or language laboratories. I would be very interested to find out if any of the teachers in any of the classes I observed had ever attended any ABE teacher training course."

## E. DATA ON DIRECTORS, COUNSELORS, TEACHERS, AND STUDENTS

### TIME I

Questionnaires for the ABE directors, counselors, teachers, and students were prepared in order to obtain basic information about the status and expectations of the ABE personnel and students at the beginning of the ABE program in the fall of 1968. Questionnaires for each of the personnel were prepared and pre-tested. The questionnaire was mailed from NAPSAE with a letter of instruction from Concord to each director, counselor, and teacher in the state. An appropriate questionnaire for each student in an ABE class was mailed to the teacher of the class, along with an instruction sheet. All questionnaires were to be returned to NAPSAE for tabulation.

# THE ROLE OF ABE DIRECTORS--TIME I

## 1. Characteristics of Directors

Questionnaires were mailed to the 17 ABE directors in the state. Returns were received from 15 directors, 13 male and 2 female (88.2% return). Table I shows that the ages of the directors ranged from 26 years to 68 years of age, that the mean age was 31 to 40 years, and that academic preparation ranged from 2 years of college to beyond a master's degree. The mean number of years of educational experience was 6. Seven directors had never taken an ABE course, whereas 6 directors had taken 1 or 2 courses, and 2 had taken 3 or 4 courses.

TABLE I: CHARACTERISTICS OF DIRECTORS

| SEX | | | AGE | | | | | YEARS OF EDUCATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MALE | FEMALE | TOTAL | -30 | 31-40 | 41-50 | 51+ | T | NO DEGREE | 2 | BA | MA | MA+ | TOTAL |
| 13 | 2 | 15 | 4 | 6 | 3 | 2 | 15 | 0 | 1 | 8 | 4 | 2 | 15 |

| YEARS OF EDUCATIONAL EXPERIENCE | | | | | | ABE COURSES | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-4 | 5-10 | 11-15 | 16-20 | 21+ | TOTAL | 0 | 1-2 | 3-4 | TOTAL |
| 1 | 4 | 6 | 3 | 1 | 15 | 7 | 6 | 2 | 15 |

Table II includes the kind of educational experience of the directors. Fourteen of the seventeen had been involved as ABE directors in years prior to this Survey. In addition, the directors had also served as ABE teachers (7), school department head (1), and high school counselor (1).

TABLE II: KINDS OF EDUCATIONAL EXPERIENCE (in years)

| DIRECTOR | ABE DIRECTOR | PRINCIPAL | ABE TEACHER | DAY SCHOOL TEACHER | OTHER |
|---|---|---|---|---|---|
| 1 | 1 | 2 | 1 | 6 | 0 |
| 2 | 1 | 0 | 0 | 11 | 0 |
| 3 | 0 | 12 | 0 | 0 | 0 |
| 4 | 3 | 4 | 0 | 4 | 0 |
| 5 | 4 | 7 | 1 | 8 | 0 |
| 6 | 2 mos. | 0 | ½ | 4 | 0 |
| 7 | 1 | 0 | 0 | 16 | 9 |
| 8 | 1 | 3 | 1 | 16 | 0 |
| 9 | 2 | 0 | 1 | 12 | 0 |
| 10 | 1 | 0 | 1 | 3 | 0 |
| 11 | 1 | 7 | 0 | 25 | 0 |
| 12 | 5 | 0 | 0 | 6 | 0 |
| 13 | 3 mos. | 0 | 1 mo. | 8 | 0 |
| 14 | 3 | 9 | 0 | 5 | 0 |
| 15 | 2 | 0 | 0 | 18 | 4 |

## 2. The ABE Director, the Community, and the Program

To what extent did ABE directors plan to meet with representatives of various groups, agencies, and institutions during the coming year? The three most frequently mentioned were the ABE Advisory Committee (15), local superintendents (14), and Legal Aid Services (13). The others in rank order were: Community leaders (12), staff of the Employment Security Agencies (11), members of the local Boards of Education (11), staff of welfare offices (9), Community Action Programs (8), Vocational Rehabilitation Agencies (6), Manpower and Training Agencies (5), Health Departments (5), Volunteer Teaching Programs (5), state prisons (4), work-experience program (4), Job Corps (2), State Education Association (2), and the Heart Association (2).

In order to understand better the ways in which the directors anticipated the nature of their jobs, a series of possible problems were posed which directors might face. Each director was requested to weigh possible problems in ascending order from one to three. Although most of the given situations were not felt by the directors to be problems, two situations were predicted to be major problems: (1) recruiting students and (2) providing matching funds. Other problems were: compensating teacher aides, training teacher aides, recruiting teacher aides, gaining community support, getting teachers to treat adults as adults, communicating with teachers, teacher shortage, sufficient classrooms, organizing programs, and adequate state fund support.

Directors planned to use fifty different sets of instructional materials. The most common titles were, in order:

Mott Language Series (7)
System for Success (5)
Reader's Digest Skill Builders (5)
Science Research Associate Kits (4)
English Essentials (3)
Figure it Out (3)
Programmed Reading Series (3)
English 900 Series (2)
How We Live (2)
Regents Workbooks (2)

The principal ways in which ABE students were to be recruited were:

Newspaper Ads (10)
Personal Contact and by recruiters (9)
Radio Announcements (5)
Church Bulletins (4)
Mailings (3)
Telephone calls (2)
Local Industries (2)
Community Organizations (2)
(21 other procedures were mentioned)

The principal non-text book instructional approaches that were to be introduced into ABE classes during the year were:

Use of audio-visuals (4)
Use of Vista Volunteers as aides (2)
(18 other "innovations" were mentioned)

The main ways which were planned to increase community support for ABE programs were:

Talking to meetings of organizations (5)
Use of an ABE advisory committee or council (5)
Publicity regarding program (3)
News Media (4)
Speaking to Civic Groups (2)
Talking to community leaders (2)
(8 other procedures were mentioned)

The ABE programs were going to be evaluated by:

Staff consultation (10)
Standardized tests (8)
Soliciting opinions from students (7)
Re-testing (3)
Advisory committee evaluation (3)
(10 other ways of evaluation were mentioned)

The most important criteria for the selection of ABE teachers were:

Experience and background of teachers (10)
Understanding of adult students (9)
Ability to work with and help adults (7)

### 3. What was the role of the ABE Director?

The typical ABE director was male, in his thirties, held a B.A., had 11-15 years of educational experience, had been an ABE director or teacher before, and had taken at least one specific ABE educational course. He planned to meet with the ABE Advisory Committee, the local school superintendent, and legal aid services. He anticipated that his major problems would be recruiting students and providing matching funds for his program. Although fifty different instructional methods were used, only four were mentioned four or more times. The principal ways he would recruit ABE students were by newspaper ads, personal contact, and radio announcements. The principal non-text books instructional approach which was planned was the use of audio-visuals. The main way in which community support would be gained was by speaking to local organizations. The ABE program was going to be evaluated by meeting with teachers, testing students, and recording opinions from students. The most important criteria for the selection of ABE teachers were experience and understanding adult students.

## THE ROLE OF ABE COUNSELORS--TIME I

### 1. Characteristics of Counselors

Questionnaires were mailed to the 19 ABE counselors in the state. Returns were received from 13 counselors, 11 male and 2 female (68.4% return). The ages of the counselors ranged from 30 to over 51 years. Counselors had taught school from 5 years to over 21 years, mostly between 11 and 20 years. Academic preparation ranged from no degree to beyond the master's degree, mostly with more than a master's degree. Eight counselors had taken no special preparation in ABE workshops or institutes, whereas two counselors had taken as many as 3 or 4 workshops. See Table III.

TABLE III: CHARACTERISTICS OF COUNSELORS

| SEX |  |  | AGE |  |  |  |  | YEARS OF EDUCATION |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MALE | FEMALE | TOTAL | -30 | 31-40 | 41-50 | 51+ | TOTAL | NO DEGREE | 2 | BA | MA | MA+ | TOTAL |
| 11 | 2 | 13 | 1 | 5 | 4 | 3 | 13 | 0 | 0 | 1 | 5 | 7 | 13 |

| YEARS OF EDUCATIONAL EXPERIENCE |  |  |  |  |  | ABE COURSES |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| 0-4 | 5-10 | 11-15 | 16-20 | 21+ | TOTAL | 0 | 1-2 | 3-4 | TOTAL |
| 0 | 5 | 3 | 3 | 2 | 13 | 8 | 3 | 2 | 13 |

Table IV refers to the years of teaching experience of the counselors. The median number of years of full-time classroom teaching was 5 years. Only one counselor had served as an ABE teacher. All had been day school counselors with 2 to 10 years of experience and a median of 5 years. Seven had experience as ABE counselors. Three had experience as ABE counselors as well as other educational experiences. Seven had other educational experiences, including private school counselor, United States Armed Forces Institute instructor, private school teachers, corporation employment, military teaching, vocational guidance counselor, welfare and caseworker, county agent, and graduate assistant in testing.

TABLE IV: TEACHING EXPERIENCE (in years)

| COUNSELOR | FULL-TIME CLASSROOM | ABE TEACHER | COUNSELOR | ABE COUNSELOR | OTHER |
|---|---|---|---|---|---|
| 1. | 0 | 0 | 6 | 0 | 12 |
| 2 | 11 | 0 | 2 | 1 | 2 |
| 3 | 22 | 0 | 8 | ½ | 0 |
| 4 | 19 | 0 | 10 | 0 | 0 |
| 5 | 5 | 0 | 6 | 0 | 7 |
| 6 | 3 | 0 | 2 | 0 | 3 |
| 7 | 3 | 0 | 3 | 0 | 0 |
| 8 | 8 | 2 | 2 | 1 | 10 |
| 9 | 7 | 0 | 7 | 1 | 4 |
| 10 | 11 | 0 | 4 | 3 | 0 |
| 11 | 2 | 0 | 5 | 0 | 8 |
| 12 | 0 | 0 | 5 | 1 | 0 |
| 13 | 5 | 0 | 6 | 4 | 0 |

## 2. The Counselor, the Community, and the Program

To what extent did counselors plan to meet with representatives of agencies and institutions during the year? The three most frequently mentioned by the counselors were (1) the local superintendent of other schools, (2) members of the local board of education and (3) officials in the employment security agency. Others, in order of frequency, were officials in the vocational rehabilitation agency and community leaders.

In an attempt to understand better the ways in which the counselors held expectations concerning what their jobs would entail, a series of possible problems were posed which they might face. Each counselor was requested to weigh the possible problems in ascending order from one to three. Although most of the given situations were not felt to be problems, three situations were predicted to be major problems. Although it might not be expected that counselors would consider "recruiting students" a major problem this was in fact the highest rating problem. Only one counselor did not think this would be a problem. The other possible problems were "relevance of textbooks" and "communicating with teachers."

What major innovations would be introduced by counselors into ABE programs? The following "innovations" occurred singly: introducing ABE into the county prison, introducing ABE into low income neighborhood housing, using speakers and filmstrips, grouping students, individualizing instruction and introducing self-evaluation procedures. However, 7 counselors did not respond to this question and 2 counselors felt the introduction of innovation was not applicable.

The principal ways in which ABE students would be recruited were (1) by word of mouth, (2) by radio, (3) by newspaper announcements, and (4) by referrals.

What would counselors do to increase community support for ABE programs? The most common suggestion was speaking before local organizations. Five other suggestions were made. One counselor felt that there was already enough community support. Six counselors neither responded nor felt there was a need to increase community support.

Did counselors think that the ABE classes would help their students vocationally? That is, after the ABE experience, what kinds of jobs did they think would be open to them. Eight counselors suggested a variety of jobs: factory work, such as the shoe shops, automotive manufacturing, machine-shops, clerical work, jobs in community action programs, cutting wood, and assisting mechanics check out buses. In addition, trade school training was suggested as a possible avenue for those who completed the ABE class. One counselor stated he thought the students would be qualified for the same kind of jobs they presently held. Another counselor felt that all the students who wanted to work were already employed.

What did the counselors think about the ABE program? How did they think the program would meet the needs of adults? Eight counselors made 9 observations, such as: filling the gap left after leaving school, bringing adults up-to-date on current events, and giving them what they want and what the counselors think they should have. Confidence was also expressed by the teachers and teacher aides in the ability of the adults themselves to help themselves. One counselor doubted that the program would help the adults.

Dropouts have often been a major problem in ABE classes. What would the counselors do to bring ABE dropouts back into classes? Nine counselors suggested counseling and personal contacts as the most common means. One counselor did not think this would be a problem. Another counselor had a "captive group" in his prison class.

Would the counselors establish channels of communication with ABE directors? Eleven counselors planned regular contacts with ABE directors. The most common schedule was once a week, or when requested. Other counselors planned to meet adults during each class period, twice a month, once a year, or stay "in constant touch."

### 3. The Counselor, his Techniques, and Program

Nine counselors planned to use standardized tests. The decision as to who would select the standardized tests would most often be made jointly by the director and the counselor. The more frequent tests planned to be used were the Botel Reading Inventory and ABLE Test A and B. Other tests mentioned by title were the Peabody Picture Test, WAIS, and Student Survey Form A.

Were counselors going to use supplementary reading materials to help in their counseling? Three counselors planned to use newspapers, occupational information, books from the school library, and national magazines like the *Reader's Digest*, *Life*, *Saturday Evening Post*, and *Time*.

In their actual counseling work, what kinds of techniques were the counselors planning to use with their students? The counselors suggested several techniques: group talks, the use of voluntary appointments, individual counseling, and meeting with students on a walk-in basis. One counselor said he planned "to be himself." Another planned to "do all I can to help" or "whatever is needed to solve the problem." How often did the counselors plan to use these techniques with their students? Nine counselors responded as follows: individually as the need arises, once per month, every school night, or once per week.

Did the counselors plan to have some kind of in-service training program on counseling for the ABE teachers? Six counselors planned such approaches as going over test results, using group discussions and presenting general mental health techniques. One counselor felt that it would not be a problem. Another felt that the students and teachers were already doing a good job, while still another counselor felt since there was already so little time to teach, he favored the use of all available time for teaching.

If the counselor had to choose the most important function of his counseling, what would he choose? Ten counselors suggested a total of twelve possibilities, such as placing students in appropriate classes, encouraging students to realize opportunities to up-grade their existing jobs, helping students see their way through problems, promoting a secure atmosphere so that students might themselves work their way through problems, and making the students feel like they were worthy members of society. One counselor intimated that the students needed to "return to society."

How were the counselors themselves planning to evaluate the ABE program? Ten counselors responded. The most common procedure was to use test results. Other counselors planned to evaluate the ABE program by using an anecdotal record, questionnaire, final written report, teacher comments, and student comments.

## 4. What was the role of ABE Counselors?

The ABE counselor in this study was typically male, about 40 years old, with about 15 years of teaching experience, most of which had been spent as a full-time classroom teacher. He held a master's degree plus further graduate study and had never attended an ABE training course. He planned to meet with the local superintendent, the local board of education, and the employment security agency. He expected that his major problem would be recruiting students. He planned to have face-to-face meetings and use the radio and newspaper, as well as referral agencies, to recruit students. He usually had no special plan for introducing innovative practices. To increase community support he would speak before local organizations. He expected that those adults who completed the ABE class would be acceptable in unskilled or semi-skilled factory work and thought the ABE program would meet the needs of his students. To bring ABE dropouts back to class he would use counseling as well as personal contacts. He would meet with the ABE director once a week.

He would use standardized tests which would be chosen by him with the ABE director. He might use supplementary reading materials like the local newspaper or national magazines. He had no special counseling technique, but seemed to "do all he could to help." He planned to meet regularly with students either once per class or once per month, and he usually did not plan an in-service training program in counseling for ABE teachers.

At the beginning of the ABE year, the ABE counselor appeared to be a person with considerable background in public school teaching and relatively little experience in counseling. He seemed fairly enthusiastic about what he was going to do, but did not seem very sure about what that was going to be. He had a few arrows in his quiver, and he was going to use them.

## THE ROLE OF ABE TEACHERS--TIME I

Questionnairs were mailed to 58 ABE teachers. Returns were received from 47 ABE teachers, 25 male and 22 female (81% return). The ages of the teachers ranged from under 25 years to over 60 years. The median age was 35-39 years (see Table V).

TABLE V: CHARACTERISTICS OF TEACHERS

| AGE | NUMBER OF TEACHERS |
|---|---|
| Under 25 | 3 |
| 25-29 | 10 |
| 30-34 | 8 |
| 35-39 | 4 |
| 40-44 | 3 |
| 45-49 | 4 |
| 50-54 | 5 |
| 55-59 | 2 |
| 60- | 5 |
| Blank | 3 |

Nearly one third had no elementary schhol teaching experience and nearly one half had no secondary teaching experience. Of those who had taught elementary school, the mean number of years was 10-14. Of those who had taught secondary school, the mean number of years was 4-6. The mean number of years of teaching was 10-14. Nearly one half (22) had no years of experience in teaching ABE and about one third (16) had 1-2 years

Most (27) held a bachelor's degree, some (12) held a master's degree or above, and only 5 did not have a degree (see Table VI).

TABLE VI: TEACHING EXPERIENCE

| | | SEX | | DEGREE | | | ABE EXPERIENCE | | |
|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | M | F | NO DEGREE | BA | MA+ | 0 | 1-2 yrs | 3 yrs + |
| **ELEMENTARY** | | | | | | | | | |
| None | 18 | 13 | 5 | -- | 11 | 7 | 11 | 4 | 3 |
| 1 year | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 2-3 years | 6 | 2 | 4 | -- | 4 | 2 | 4 | 2 | -- |
| 4-6 years | 5 | 3 | 2 | 1 | 3 | 1 | 2 | 2 | 1 |
| 7-9 years | 2 | 1 | 1 | -- | 2 | -- | -- | 2 | -- |
| 10-14 years | 10 | 5 | 5 | 2 | 4 | 4 | 3 | 4 | 2 |
| 15-19 years | 2 | 1 | 1 | -- | 2 | -- | -- | 1 | 1 |
| 20-24 years | 3 | -- | 3 | 3 | -- | -- | 2 | -- | 1 |
| 25 or more | 1 | -- | 1 | -- | 1 | -- | -- | 1 | -- |
| TOTAL | 47 | 25 | 22 | 6 | 27 | 14 | 22 | 16 | 8 |
| **SECONDARY** | | | | | | | | | |
| None | 25 | 8 | 17 | 4 | 16 | 5 | 11 | 9 | 5 |
| 1 year | 4 | 4 | -- | 1 | 2 | 1 | 3 | -- | -- |
| 2-3 years | 5 | 5 | -- | -- | 3 | 2 | 1 | 3 | 1 |
| 4-6 years | 6 | 4 | 2 | -- | 3 | 3 | 4 | 1 | 1 |
| 7-9 years | 3 | 3 | -- | -- | 2 | 1 | 2 | -- | 1 |
| 10-14 years | 2 | -- | 2 | 1 | 1 | -- | -- | 2 | -- |
| 15 or more | 2 | 1 | 1 | -- | -- | 2 | 1 | 1 | -- |
| TOTAL | 47 | 25 | 22 | 6 | 27 | 14 | 22 | 16 | 8 |
| **TOTAL YEARS TEACHING EXPERIENCE** | | | | | | | | | |
| None | 3 | 1 | 2 | -- | 3 | -- | 1 | 1 | 1 |
| 1 year | 2 | 2 | -- | -- | 2 | -- | 2 | -- | -- |
| 2-3 years | 6 | 2 | 4 | -- | 5 | 1 | 3 | 3 | -- |
| 4-6 years | 10 | 8 | 2 | -- | 5 | 5 | 7 | 1 | 2 |
| 7-9 years | 4 | 3 | 1 | -- | 3 | 1 | 2 | 1 | 1 |
| 10-14 years | 10 | 6 | 4 | 2 | 4 | 4 | 3 | 5 | 1 |
| 15-19 years | 5 | 1 | 4 | 1 | 3 | 1 | 1 | 3 | 1 |
| 20-24 years | 4 | 1 | 3 | 3 | 1 | -- | 2 | -- | 2 |
| 25 or more | 3 | 1 | 2 | -- | 1 | 2 | 1 | 2 | -- |
| TOTAL | 47 | 25 | 22 | 6 | 27 | 14 | 22 | 16 | 8 |

Nearly one-half (25) of the teachers had taken no ABE course, although more than one-fourth (13) had taken one course (see Table VII).

TABLE VII: ABE TRAINING COURSES

| | | SEX | | DEGREE | | | ABE EXPERIENCE | | |
|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | M | F | NO DEGREE | BA | MA+ | 0 | 1-2 yrs | 3 or more |
| None | 25 | 14 | 11 | 2 | 13 | 10 | 14 | 11 | -- |
| 1 course | 13 | 6 | 7 | 1 | 10 | 2 | 6 | 4 | 3 |
| 2 courses | 4 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| 3 courses | 4 | 2 | 2 | 1 | 3 | -- | 1 | -- | 3 |
| TOTAL | 46 | 24 | 22 | 5 | 27 | 14 | 22 | 16 | 8 |

Teachers identified 96 different titles of textbooks which they planned to use. The most common title was Reading Skill Builders (24), followed by Dixon books (17), Systems for Success (8), and News for You (8) (see Table VIII).

TABLE VIII: TEXTBOOKS

| TITLE | TOTAL | FACTORS INFLUENCING SELECTION | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Reading Skill Builders | 24 | 4 | 2 | 14 | 1 | | 15 | 3 | 1 | 2 | | | 1 |
| Dixon Books | 17 | 3 | | | 1 | | 10 | 2 | 4 | 1 | 2 | 1 | |
| SRA Reading Lab | 9 | 2 | 2 | 2 | | | 2 | 1 | 3 | | | | 2 |
| Systems for Success | 8 | 3 | 1 | | 1 | | 4 | 1 | 4 | 2 | | | 1 |
| News for You | 8 | 3 | 3 | | | | 5 | 1 | 3 | | | | |
| Mott's Basic Language Skills | 7 | 2 | 2 | | 2 | | 3 | 1 | 3 | 2 | | | 2 |
| Programmed Reading | 4 | 3 | 2 | | 1 | | 2 | | 3 | 1 | | | |
| I Want to Read & Write | 3 | 1 | | 1 | | | | | 2 | 1 | | | |
| English This Way | 3 | | | | | | | | 1 | 2 | 1 | | 1 |
| Beginning Lessons in English | 3 | | | | | | 3 | 1 | | 1 | | | |

| TITLE | TOTAL | FACTORS INFLUENCING SELECTION 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English as a Second Language | 2 | | | | | | 1 | | | | | | |
| Oral Patterns in Fundamental English | 2 | | | | 2 | | 2 | | | | | | |
| English Lessons for Adults | 2 | | | | | | | | 1 | | | | 1 |
| Tests & Drills in English Grammar | 2 | 1 | | | | | 1 | | 1 | 2 | | | |
| English 900 | 2 | | | | | | 2 | 1 | 1 | | | | |
| Let's Learn English | 2 | 2 | | | | | | | | | | | |
| Getting the Facts Skill Series | 2 | | | | 2 | | | | | | | | |
| New Practice Reader | 2 | | | | | | 1 | | 2 | | | | |
| Reading for a Purpose | 2 | | | | | | 1 | | | | | | |
| How We Live | 2 | | | | | | | | | 2 | | | |
| RSVP | 2 | | | | | | | 1 | 2 | | | | |

Factors Influencing Selection

1. Selected by local ABE director
2. Selected by state ABE director
3. Used in public day schools
4. Local director's recommendation
5. Salesman convinced me
6. Used successfully last year
7. Recommended by another ABE teacher
8. Part of a comprehensive series
9. Appearance and format of textbook
10. Low price
11. Advertisement in a magazine
12. Exhibit at a conference

Among 12 different factors influencing the selection of these textbooks, the most common were: used successfully last year (52), part of a comprehensive series (31), selected by local ABE director (24), used in public day schools (17), appearance and format of textbook (16), recommended by another ABE teacher (12), selected by state ABE director (12), and local director's recommendation (10). (See Table VIII).

About one-half (23) of the teachers planned to use standardized tests. Eight different test titles were mentioned, the most common being the ABLE Test (17). (See Table IX.)

TABLE IX: STANDARDIZED TESTS

| | TOTAL | SEX | | DEGREE | | | ABE EXPERIENCE | | |
|---|---|---|---|---|---|---|---|---|---|
| | | M | F | NO DEGREE | BA | MA+ | 0 | 1-2 yrs | 3 yrs+ |
| YES | 23 | 11 | 12 | 3 | 16 | 4 | 13 | 5 | 5 |
| NO | 24 | 14 | 10 | 3 | 11 | 10 | 9 | 11 | 3 |
| TOTAL | 47 | 25 | 22 | 6 | 27 | 14 | 22 | 16 | 8 |

| TITLE OF TESTS | TOTAL | SEX | | DEGREE | | | ABE EXPERIENCE | | |
|---|---|---|---|---|---|---|---|---|---|
| | | M | F | No Deg. | BA | MA+ | 0 | 1-2yrs | 3yrs+ |
| ABLE Test | 17 | 7 | 10 | 2 | 12 | 3 | 10 | 3 | 4 |
| Stanford Achievement Test | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | -- |
| Metropolitan Reading Test | 1 | 1 | -- | -- | -- | 1 | 1 | -- | -- |
| Gates MacGinitie Survey A & B | 1 | 1 | -- | -- | 1 | -- | -- | 1 | -- |
| Botel Reading & Inventory Test | 2 | 1 | 1 | -- | 2 | -- | -- | 1 | 1 |
| Student Survey Form A | 1 | 1 | -- | -- | 1 | -- | 1 | -- | -- |
| Slosson Oral Reading Test | 1 | 1 | -- | -- | 1 | -- | -- | 1 | -- |
| Not Known | 21 | 1 | -- | -- | 2 | -- | 1 | -- | 1 |
| TOTAL | 47 | 15 | 12 | 3 | 20 | 5 | 15 | 7 | 6 |

Most commonly the tests would be selected by the ABE director or by the guidance counselor (see Table X).

TABLE X: SELECTORS OF TESTS

| | | SEX | | DEGREE | | | ABE EXPERIENCE | | |
|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | M | F | NO DEGREE | BA | MA+ | 0 | 1-2yrs | 3yrs+ |
| TEACHER | 2 | 2 | -- | -- | 1 | 1 | 1 | 1 | -- |
| DIRECTOR and TEACHER | 2 | -- | 2 | 1 | 1 | -- | 1 | 1 | -- |
| STATE CONSULTANT | 1 | -- | 1 | -- | 1 | -- | 1 | -- | -- |
| LOCAL DIRECTOR | 5 | 4 | 1 | 1 | 2 | 2 | 3 | -- | 2 |
| STATE DIRECTOR | 1 | 1 | -- | -- | 1 | -- | -- | 1 | -- |
| COUNSELOR | 2 | 1 | -- | -- | 2 | -- | 2 | -- | -- |
| GUIDANCE DIR. | 2 | 1 | 1 | 1 | 1 | -- | -- | -- | 2 |
| GUIDANCE COUN. | 4 | 1 | 3 | -- | 4 | -- | 2 | 1 | 1 |
| GUIDANCE DEPT. | 1 | -- | 1 | -- | -- | 1 | 1 | -- | -- |
| TEACHER and GUID. DIRECTOR | 1 | -- | 1 | -- | 1 | -- | -- | 1 | -- |
| DIRECTOR & GUID. COUNSELOR | 1 | 1 | -- | -- | 1 | -- | 1 | -- | -- |
| READING COUN. | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| PSYCHOLOGIST &/or DIR. | 1 | -- | 1 | -- | 1 | -- | 1 | -- | -- |
| TOTAL | 23 | 11 | 11 | 3 | 16 | 4 | 13 | 5 | 5 |

The teachers estimated the percentage of time they would be teaching arithmetic, living skills, reading, social studies, and conversation. About one-third (16) did not plan to teach arithmetic. The mean percentage of time, including "none," was 17.2%, and, excluding "none," 26.7%. About one-half (26) did not plan to teach living skills. The mean, including "none," was 10%, and excluding "none," 16.6%. Nearly all (42) planned to teach reading. The mean, including "none," was 40.9%, and excluding "none," 43.8%. About one-half did not plan to teach social studies. The mean, including "none," less than 10% and, excluding "none," 17.4%. Most (31) did not plan to teach conversation (see Table XI).

TABLE XI: ALLOTMENT OF CLASS TIME

| | | SEX | | DEGREE | | | ABE EXPERIENCE | | |
|---|---|---|---|---|---|---|---|---|---|
| | | M | F | NONE | BA | MA+ | 0 | 1-2yrs | 3yrs |
| ARITHMETIC: | | | | | | | | less t. | |
| Mean incl. none | 17.2% | 19.0% | 15.2% | 16.7% | 15.7% | 20.8% | 21.9% | 10.0% | 24.4% |
| Mean excl. none | 26.7% | 30.3% | 22.9% | 25.0% | 25.0% | 31.3% | 28.8% | 20.0% | 27.9% |
| LIVING SKILLS: | less t. | less t. | less t | less t. | less t. | | less t. | less t. | |
| Mean incl. none | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 11.7% | 10.0% | 10.0% | 11.9% |
| Mean excl. none | 16.6% | 18.0% | 15.0% | 15.0% | 16.1% | 23.3% | 15.0% | 18.3% | 19.0% |
| READING: | | | | | | | | | |
| Mean incl. none | 40.9% | 41.3% | 40.5% | 60.0% | 38.3% | 29.2% | 34.5% | 52.6% | 30.6% |
| Mean excl. none | 43.8% | 45.0% | 42.5% | 60.0% | 41.4% | 35.0% | 38.2% | 52.6% | 35.0% |
| SOCIAL STUDIES: | less t. | lesst. | less t | less t. | less t. | less t | less t. | less t. | |
| Mean incl. none | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.6% |
| Mean excl. none | 17.4% | 19.0% | 15.0% | 25.0% | 15.8% | 20.0% | 13.8% | 25.0% | 17.0% |
| WRITING: | | | | | | less t | | | |
| Mean incl. none | 14.4% | 14.2% | 14.8% | 17.5% | 16.1% | 10.0% | 14.0% | 14.7% | 13.8% |
| Mean excl. none | 19.1% | 21.3% | 17.2% | 21.0% | 18.9% | 18.3% | 19.7% | 18.3% | 18.3% |
| CONVERSATION: | | less t. | less t | | | | | | |
| Mean incl. none | 14.0% | 10.0% | 10.0% | 18.8% | -- | 17.2% | 13.8% | 17.6% | 21.7% |
| Mean excl. none | 45.0% | 47.0% | 43.9% | -- | 42.3% | 55.0% | 46.3% | 46.4% | -- |

Each teacher was asked which of 20 personal and material resources and teaching methods he planned to use. In rank order of frequency the resources were: teacher aides (39), tape recorder (32), flexible scheduling (28), overhead or opaque projector (27), school library (25), teaching machine (23), counselor (21), phonograph records (20), resource specialist (15), team teaching (14), unpaid volunteer teachers (11), 16 mm film (9), public library (9), educational TV (4), video tape recorder (3), 8 mm film (3).

Each teacher was asked to evaluate his own knowledge of ABE teaching techniques. About three-quarters (33) said "good." (See Table XII.)

## TABLE XII: SELF-EVALUATION

| | TOTAL | SEX | | DEGREE | | | ABE EXPERIENCE | | |
|---|---|---|---|---|---|---|---|---|---|
| | | M | F | NO DEGREE | BA | MA+ | 0 | 1-2 yrs | 3 yrs+ |
| EXCELLENT | 4 | 2 | 2 | 1 | 3 | -- | 1 | -- | 3 |
| GOOD | 33 | 16 | 17 | 4 | 17 | 12 | 15 | 15 | 3 |
| FAIR | 7 | 4 | 3 | -- | 5 | 2 | 5 | -- | 2 |
| WEAK | 2 | 2 | -- | -- | 2 | -- | 1 | 1 | -- |
| TOTAL | 46 | 24 | 22 | 5 | 27 | 14 | 22 | 16 | 8 |

Teachers planned to evaluate their students in 7 ways. The most common way (26) was by testing the students. Each teacher listed the main problems which he expected to face. The most common problem (13) was coping with the wide range of abilities and background of the students. The second most common problem (9) was lack of time to teach (see Table XIII).

## TABLE XIII. EXPECTED PROBLEMS

| | TOTAL | SEX | | DEGREE | | | ABE EXPERIENCE | | |
|---|---|---|---|---|---|---|---|---|---|
| | | M | F | NONE | BA | MA+ | 0 | 1-2yrs | 3 yrs+ |
| 1. Wide range of abilities, background & education | 13 | 5 | 8 | 3 | 7 | 3 | 5 | 7 | 1 |
| 2. Not enough materials, aids, and equipment | 5 | 1 | 4 | -- | 5 | -- | 2 | 2 | 1 |
| 3, Keeping up interest | 6 | 3 | 3 | 1 | 4 | 1 | 4 | 1 | 1 |
| 4. Absenteeism (work & transportation) | 6 | 2 | 4 | 1 | 3 | 2 | 3 | 3 | -- |
| 5. Ability to understand the dynamics of a language | 5 | 2 | 3 | 1 | 3 | 1 | 1 | 3 | -- |
| 6. Non-speaking English students | 2 | 1 | 1 | -- | 1 | 1 | 2 | -- | -- |
| 7. Too many students | 2 | -- | 2 | -- | 2 | -- | -- | 1 | 1 |
| 8. Jealousy | 1 | -- | 1 | 1 | -- | -- | 1 | -- | -- |
| 9. Not enough time | 9 | 5 | 4 | 1 | 6 | 2 | 3 | -- | 6 |
| 10. Won't practice English | 1 | -- | 1 | -- | -- | 1 | 1 | -- | -- |
| 11. Being a new teacher | 1 | 1 | -- | -- | -- | 1 | 1 | -- | -- |
| 12. Emotional difficulties | 1 | -- | 1 | -- | -- | 1 | 1 | -- | -- |

## What was the role of ABE Teachers?

The typical ABE teacher was male, in his late thirties; he held a bachelor's degree and had had 10-14 years of teaching experience on the elementary level or 4-6 years of teaching experience on the secondary level. He had not taught ABE students previously. About one-half of the teachers had not taken an ABE course.

Teachers planned to use 96 different instructional materials. The most common was Reading Skill Builders. The most common factor influencing the selection of instructional materials was "used successfully last year." About half of the teachers planned to use standardized tests, and the tests would be chosen either by the ABE director or the guidance counselor. The most common choice of test was the ABLE test. Most of the teachers planned to teach arithmetic 17% of the time, reading 41% of the time, writing 14% of the time. About half of the teachers planned to teach living skills 10% of the time, and social studies 10% of the time. Most did not plan to teach conversation as such. The most common resource to be used was teacher aides.

Most of the teachers rated their own knowledge of ABE teaching techniques as "good." Teachers planned to evaluate their students by testing. The most common problem which the teachers expected to face was the wide range of abilities and background of their students.

## THE ROLE OF ABE STUDENTS--TIME I

Questionnaires were mailed to 58 classes of ABE students in New Hampshire. Responses were received from 472 students, 198 males and 274 females (74.1% return). (See Table XIV.)

TABLE XIV

| | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | YES | NO | UNDER 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Men | 43.2 | 40.3 | 50.7 | 52.6 | 38.9 | 26.1 | 55.6 | 43.3 | 31.4 | 27.3 | 41.9 |
| Women | 46.8 | 59.7 | 49.3 | 47.4 | 61.1 | 73.9 | 44.4 | 56.7 | 68.6 | 72.7 | 58.1 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

The mean age of the students was 39.3 years (see Table XV).

TABLE XV: AGES

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 0-5 | 5-8 | 9-12 | 12+ | TOTAL |
| Less than 20 yrs | 3.7 | 3.0 | 4.2 | 2.1 | 22.4 | ... | ... | ... | 3.8 | 2.5 | 6.0 | ... | 3.3 |
| 20-24 yrs | 14.4 | 9.5 | 14.6 | 7.4 | 77.6 | ... | ... | ... | 11.5 | 9.7 | 18.0 | ... | 11.6 |
| 25-29 yrs | 22.5 | 11.4 | 10.7 | 23.3 | ... | 62.1 | ... | ... | 9.6 | 14.4 | 24.0 | 20.0 | 16.0 |
| 30-34 yrs | 10.2 | 9.5 | 8.4 | 11.6 | ... | 37.9 | ... | ... | 1.9 | 9.4 | 13.0 | 20.0 | 9.8 |
| 35-39 yrs | 12.8 | 11.8 | 11.9 | 12.7 | ... | ... | 31.4 | ... | 9.6 | 13.7 | 10.0 | ... | 12.2 |
| 40-44 yrs | 11.2 | 16.3 | 13.0 | 15.9 | ... | ... | 36.6 | ... | 11.5 | 15.9 | 10.0 | 20.0 | 14.2 |
| 45-49 yrs | 12.3 | 12.5 | 11.5 | 13.8 | ... | ... | 32.0 | ... | 11.5 | 14.1 | 7.0 | 30.0 | 12.4 |
| 50-54 yrs | 5.9 | 10.3 | 11.1 | 4.8 | ... | ... | ... | 41.3 | 15.4 | 9.4 | 4.0 | ... | 8.4 |
| 55-59 yrs | 3.7 | 3.0 | 3.1 | 3.7 | ... | ... | ... | 16.3 | 7.7 | 3.6 | 1.0 | ... | 3.3 |
| 60-64 yrs | 1.6 | 6.5 | 5.0 | 3.7 | ... | ... | ... | 21.7 | 9.6 | 3.6 | 3.0 | 10.0 | 4.4 |
| 65-69 yrs | 1.6 | 4.9 | 5.4 | 1.1 | ... | ... | ... | 17.4 | 3.8 | 3.2 | 4.0 | ... | 3.6 |
| 70-74 yrs | ... | 1.1 | 1.1 | ... | ... | ... | ... | 3.3 | 3.8 | 0.4 | ... | ... | 0.7 |
| TOTAL | 99.9 | 99.8 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 99.7 | 99.9 | 100.0 | 100.0 | 99.9 |

Most of the students (57.4%) were American citizens. This meant a large number of non-citizens, probably most of whom were Canadians (see Table XVI).

TABLE XVI: AMERICAN CITIZENS

| | SEX | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | to25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Yes | 59.1 | 56.2 | 73.1 | 43.1 | 54.3 | 72.8 | 66.7 | 59.2 | 55.2 | ... | 57.4 |
| No | 40.9 | 43.8 | 26.9 | 56.9 | 45.7 | 27.2 | 33.3 | 40.8 | 44.8 | 100.0 | 42.6 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Most of the students (63%) had completed 5-8 grades of school, the upper level in ABE programs. Only 11.8% had completed less than 5 years of school; 22.9% had completed 9-12 years of school, and 2.4% had gone beyond high school.

The class in which they were enrolled at the time they answered the survey was the first ABE class which 54.9% of the students had attended. Among those students who had attended at least one other ABE class, 45.3% had attended one other ABE class, and 25% had attended two other ABE classes (see Table XVII).

TABLE XVII: FIRST ABE CLASS ATTENDED

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 0-5 | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 57.9 | 52.7 | 59.5 | 48.8 | 78.8 | 52.6 | 55.2 | 37.0 | 48.1 | 55.4 | 58.7 | 36.4 | 54.9 |
| N | 42.1 | 47.3 | 40.5 | 51.2 | 21.2 | 47.4 | 44.8 | 63.0 | 51.9 | 44.6 | 41.3 | 63.6 | 45.1 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

If this is not your first ABE class, how many other ABE classes have you attended?

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 43.4 | 46.5 | 42.2 | 48.5 | 21.4 | 36.4 | 59.0 | 46.6 | 57.1 | 43.4 | 41.9 | 71.4 | 45.3 |
| 2 | 31.3 | 20.9 | 20.2 | 30.1 | 35.7 | 34.5 | 21.8 | 13.8 | 14.3 | 23.3 | 34.9 | 14.3 | 25.0 |
| 3 | 7.2 | 9.3 | 12.8 | 3.9 | 7.1 | 10.9 | 5.1 | 10.3 | 10.7 | 9.3 | 4.7 | 14.3 | 8.5 |
| 4 | 1.2 | 0.8 | 1.8 | ... | ... | 1.8 | ... | 1.7 | 3.6 | 0.8 | ... | ... | 0.9 |
| 5(+) | 8.4 | 10.9 | 9.2 | 10.7 | 21.4 | 5.5 | 11.5 | 8.6 | 10.7 | 11.6 | 7.0 | ... | 9.9 |
| | 91.6 | 88.4 | 86.2 | 93.2 | 85.7 | 89.1 | 97.4 | 81.0 | 96.4 | 88.4 | 88.4 | 100.0 | 89.6 |

Other classes which the ABE students wished to attend were primarily English classes. For example, among older women, the rank order of requests were English (16), Learning English as a Second Language (3), high school classes (3), dancing (1), and typing (1). 61.9% of the students were registered voters and, among the registered voters, 91% of the students stated that they had last voted in 1968 (see Table XVIII).

TABLE XVIII: REGISTERED VOTERS

| | SEX | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | to 25 | 25-34 | 35-49 | 50+ | 5 or less | 5-8 | 9-12 | 12+ | TOTAL |
| Yes | 34.4 | 40.8 | 18.8 | 24.1 | 42.5 | 62.0 | 35.8 | 42.2 | 34.0 | ... | 38.1 |
| No | 65.6 | 59.2 | 81.2 | 75.9 | 57.5 | 38.0 | 64.2 | 57.8 | 66.0 | 100.0 | 61.9 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

If you are a registered voter, in what year did you vote last?

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1955 | 1.5 | ... | ... | ... | 1.4 | ... | 5.3 | ... | ... | ... | 0.6 |
| 1959 | 1.5 | ... | ... | ... | 1.4 | ... | ... | 0,8 | ... | ... | 0.6 |
| 1962 | 1.5 | ... | ... | ... | 1.4 | ... | 5.3 | ... | ... | ... | 0.6 |
| 1963 | ... | 0.9 | ... | ... | ... | 1.8 | ... | 0.8 | ... | ... | 0.6 |
| 1964 | 4.5 | 0.9 | 8.3 | 7.1 | 1.4 | ... | 5.3 | 1.7 | 2.9 | ... | 2.2 |
| 1966 | ... | 1.8 | 8.3 | ... | 1.4 | ... | ... | 0.8 | 2.9 | ... | 1.1 |
| 1967 | ... | 0.9 | ... | ... | 1.4 | ... | ... | ... | 2.9 | ... | 0.6 |
| 1968 | 86.6 | 93.7 | 83.8 | 85.7 | 87.8 | 98.2 | 78.9 | 93.4 | 91.4 | ... | 91.0 |
| TOTAL | 95.5 | 98.2 | 100.0 | 92.9 | 95.9 | 100.0 | 94.7 | 97.5 | 100.0 | ... | 97.2 |

65.9% of the students had a job; 47.2% of the women were employed. About the same percentage of employed were listed in each of the grade completed categories (see Table XIX).

TABLE XIX: EMPLOYED

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 91.4 | 47.2 | 62.9 | 69.8 | 80.6 | 67.2 | 64.1 | 58.2 | 68.5 | 67.7 | 60.6 | 63.6 | 65.9 |
| N | 8.6 | 52.8 | 37.1 | 30.2 | 19.4 | 32.8 | 35.9 | 41.8 | 31.5 | 32.3 | 39.4 | 36.4 | 34.1 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Students held the following jobs: (See Table XX).

TABLE XX: OCCUPATIONS

| JOB | TOTAL | MEN<br>25-34 | MEN<br>35-49 | MEN<br>50+ | WOMEN<br>25-34 | WOMEN<br>35-49 | WOMEN<br>50+ |
|---|---|---|---|---|---|---|---|
| Housekeeper | 6 | | | | | 2 | 4 |
| Cafeteria worker | 2 | | | | | | 2 |
| Shoe repairing | 2 | | | | | | 2 |
| Shoe worker | 8 | | 3 | | | 3 | 2 |
| Clerk | 2 | | | | | | 2 |
| Stitcher | 12 | | | | 7 | 5 | |
| Seamstress | 2 | | | | | 2 | |
| Mill Worker | 12 | 6 | | 2 | | 4 | |
| Spinner | 2 | | | | | 2 | |
| Teacher of French | 2 | | | | | 2 | |
| Convent helper | | | | | | 2 | |
| Domestic work in rectory | 2 | | | | | 2 | |
| Pastry cook | 2 | | | | | 2 | |
| Factory worker | 2 | | | | 2 | | |
| Carpenter | 19 | 7 | 7 | 5 | | | |
| Stone cutter | 2 | | 2 | | | | |
| Farming | 2 | | 2 | | | | |
| Foreman | 5 | 3 | 2 | | | | |
| Truck Driver | 3 | 3 | | | | | |
| Woodsman | 6 | | 4 | 2 | | | |
| Laborer | 2 | | 2 | | | | |
| Painter | 2 | | 2 | | | | |
| Janitor | 4 | 2 | 2 | | | | |
| Welder | 2 | | 2 | | | | |
| Millwright | 2 | | | 2 | | | |
| Maintenance | 2 | | | 2 | | | |
| Shoe factory | 2 | | | 2 | | | |
| Machinist | 2 | 2 | | | | | |
| Meat cutter | 2 | 2 | | | | | |

76.6% of the students had encouraged others to attend ABE classes. Of those who had encouraged others to attend, 19.1% had encouraged one other, 29.1% had encouraged two others, and 16.8% had encouraged three others. (See Table XXI.)

2

## TABLE XXI: ENCOURAGED OTHER PEOPLE TO ATTEND AN ABE CLASS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Yes | 71.5 | 80.4 | 77.2 | 75.9 | 65.2 | 72.2 | 79.5 | 87.8 | 71.2 | 76.2 | 80.8 | 90.9 | 76.6 |
| No | 28.5 | 19.6 | 22.8 | 24.1 | 34.8 | 27.8 | 20.5 | 12.2 | 28.8 | 23.8 | 19.2 | 9.1 | 23.4 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| If yes, how many people? | | | | | | | | | | | | | |
| 1 | 24.6 | 15.5 | 21.7 | 15.5 | 34.9 | 15.7 | 18.2 | 15.2 | 29.7 | 16.8 | 17.9 | 20.0 | 19.1 |
| 2 | 26.8 | 30.5 | 22.7 | 37.8 | 20.9 | 30.1 | 35.6 | 22.8 | 27.0 | 27.6 | 33.3 | 40.0 | 29.1 |
| 3 | 14.5 | 18.3 | 16.7 | 16.9 | 14.0 | 21.7 | 13.6 | 17.7 | 10.8 | 17.8 | 17.9 | 20.0 | 16.8 |
| 4 | 12.3 | 12.2 | 13.3 | 10.8 | 9.3 | 14.5 | 11.4 | 12.7 | 10.8 | 14.0 | 9.5 | 10.0 | 12.3 |
| 5. | 7.2 | 10.8 | 7.9 | 11.5 | 7.0 | 8.4 | 9.1 | 12.7 | 13.5 | 8.9 | 8.3 | 10.0 | 9.4 |
| 6 | 1.4 | 2.3 | 2.0 | 2.0 | 2.3 | ... | 3.8 | 1.2 | 2.7 | 2.8 | ... | ... | 2.0 |
| 7 | ... | 0.9 | 0.5 | 0.7 | 2.3 | ... | 0.8 | ... | ... | 0.5 | 1.2 | ... | 0.6 |
| 8 | 1.4 | 0.9 | 1.5 | 0.7 | 4.7 | ... | 1.5 | ... | ... | 0.9 | 2.4 | ... | 1.1 |
| 9 | ... | 0.5 | ... | 0.7 | ... | ... | ... | ... | ... | ... | 1.2 | ... | 0.3 |
| 10 | 2.2 | 1.4 | 2.5 | 0.7 | ... | 1.2 | 2.3 | 2.5 | ... | 2.3 | 1.2 | ... | 1.7 |
| 11+ | 2.9 | 1.4 | 2.0 | 2.0 | ... | 4.8 | 1.5 | 1.3 | 2.7 | 1.4 | 3.6 | ... | 2.0 |
| Many | ... | 1.4 | 1.5 | ... | ... | 1.2 | ... | 2.5 | ... | 0.5 | 2.4 | ... | 0.9 |
| T | 93.5 | 96.2 | 92.1 | 99.3 | 95.3 | 97.6 | 97.7 | 88.6 | 97.3 | 93.5 | 98.8 | 100.0 | 95.2 |

Students were mobile; 53.4% had lived at their present address for 4 years or less (see Table XXII).

## TABLE XXII: YEARS LIVED AT PRESENT ADDRESS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| 0-1yr | 10.9 | 9.4 | 3.5 | 18.6 | 10.2 | 19.1 | 7.0 | 3.3 | 5.8 | 10.1 | 9.8 | 18.2 | 10.0 |
| 1yr | 21.7 | 15.0 | 9.7 | 28.4 | 28.8 | 26.4 | 14.0 | 6.6 | 9.6 | 16.2 | 28.4 | 9.1 | 17.7 |
| 2yr | 13.6 | 9.7 | 7.4 | 16.5 | 20.3 | 10.9 | 12.3 | 4.4 | 5.8 | 12.6 | 8.8 | 18.2 | 11.3 |
| 3yr | 8.2 | 8.6 | 5.8 | 11.9 | 11.9 | 8.2 | 9.4 | 5.5 | 13.5 | 9.4 | 3.9 | 9.1 | 8.4 |
| 4yr | 3.3 | 7.9 | 4.3 | 8.2 | 1.7 | 9.1 | 5.8 | 4.4 | 7.7 | 4.7 | 7.8 | 18.2 | 6.0 |
| 5yr | 3.3 | 4.9 | 5.8 | 2.1 | 5.1 | 4.5 | 3.5 | 5.5 | ... | 3.2 | 9.8 | ... | 4.2 |
| 6yr | 3.8 | 3.4 | 5.1 | 1.5 | 5.1 | 1.8 | 4.7 | 3.3 | 1.9 | 4.7 | 2.0 | ... | 3.5 |
| 7yr | 2.7 | 1.1 | 2.7 | 0.5 | ... | ... | 3.5 | 1.1 | 1.9 | 2.2 | ... | 9.1 | 1.8 |
| 8yr | 0.5 | 4.9 | 3.9 | 2.1 | ... | 2.7 | 5.3 | 1.1 | 1.9 | 2.9 | 3.9 | 9.1 | 3.1 |
| 9yr | 1.6 | 2.2 | 2.7 | 1.0 | 1.7 | 1.8 | 1.2 | 3.3 | 3.8 | 2.2 | 1.0 | ... | 2.0 |
| 10-14 | 9.8 | 12.4 | 15.2 | 6.2 | 3.4 | 5.5 | 16.4 | 15.4 | 9.6 | 13.3 | 6.9 | 9.1 | 11.3 |
| 15-19 | 10.9 | 6.7 | 14.4 | 0.5 | 8.5 | 2.7 | 9.4 | 13.2 | 17.3 | 7.6 | 5.9 | ... | 8.4 |
| 20-24 | 5.4 | 5.6 | 8.6 | 1.5 | 3.4 | 0.9 | 4.7 | 14.3 | 11.5 | 5.0 | 3.9 | ... | 5.5 |
| 25-29 | 3.3 | 3.4 | 5.1 | 1.0 | ... | 5.5 | 1.2 | 7.7 | 3.8 | 3.6 | 2.9 | ... | 3.3 |
| 30+ | 1.1 | 4.9 | 5.8 | ... | ... | 0.9 | 1.8 | 11.0 | 5.8 | 2.5 | 4.9 | ... | 3.3 |
| TOTAL | 100.1 | 100.1 | 100.0 | 100.0 | 100.1 | 100.0 | 100.2 | 100.1 | 99.9 | 100.2 | 99.9 | 100.1 | 99.8 |

Weekly newspapers were regularly read by 29.5% of the students, and daily newspapers by 30.6% of the students. Only 23.5% of the students did not regularly read a newspaper; 59.7% had the newspaper delivered regularly (see Table XXIII).

TABLE XXIII: REGULARLY READ A NEWSPAPER

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Yes, a weekly | 24.1 | 33.5 | 24.9 | 35.9 | 19.7 | 39.7 | 27.6 | 28.9 | 20.8 | 31.8 | 29.4 | 27.3 | 29.5 |
| Yes, a daily | 31.8 | 29.7 | 37.9 | 20.5 | 24.2 | 29.3 | 35.9 | 24.4 | 24.5 | 30.4 | 34.3 | 36.4 | 30.6 |
| Yes, both | 14.9 | 17.5 | 19.3 | 12.3 | 6.1 | 6.9 | 17.1 | 34.4 | 18.9 | 15.4 | 17.6 | 9.1 | 16.4 |
| No | 29.2 | 19.3 | 17.8 | 31.3 | 50.0 | 24.1 | 19.4 | 12.2 | 35.8 | 22.4 | 18.6 | 27.3 | 23.5 |
| TOTAL | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 99.9 | 100.1 | 100.0 |

If you regularly read a newspaper, is it delivered or sent to your home?

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | 59.4 | 59.9 | 66.5 | 48.5 | 66.7 | 51.1 | 65.0 | 60.8 | 67.6 | 55.9 | 68.7 | 62.5 | 59.7 |
| No | 34.1 | 30.9 | 24.9 | 44.0 | 30.3 | 40.9 | 27.7 | 26.6 | 20.6 | 34.7 | 28.9 | 37.5 | 32.1 |
| TOTAL | 93.5 | 90.8 | 91.4 | 92.5 | 97.0 | 92.0 | 92.7 | 87.3 | 88.2 | 90.5 | 97.6 | 100.0 | 91.8 |

The most preferred magazine was the Reader's Digest. Other magazines are listed in Table XXIV. 40% of the students had magazines sent to their homes.

TABLE XXIV: FAVORITE MAGAZINES

| | | MEN | | | | WOMEN | | | |
|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | to 25 | 25-35 | 35-49 | 50+ | to 25 | 25-34 | 35-49 | 50+ |
| Reader's Digest | 61 | | | 7 | 5 | 4 | 8 | 16 | 19 |
| Life | 51 | 3 | 13 | 10 | 4 | 3 | 11 | | 5 |
| Better Homes & Gardens | 30 | | | | | 4 | 3 | 16 | 7 |
| Look | 20 | 2 | 7 | 5 | | | 6 | | |
| Good Housekeeping | 8 | | | | | | | 5 | 3 |
| McCall's | 7 | | | | | | | 7 | |
| Sports | 7 | 2 | | 5 | | | | | |
| Time | 5 | | | | | | | 5 | |
| Family Circle | 5 | | | | | | 5 | | |
| Newsweek | 5 | | | 5 | | | | | |
| Allo-Police | 3 | | | | | | | | 3 |
| Field and Stream | 2 | 2 | | | | | | | |
| Hot Rod | 2 | 2 | | | | | | | |

68.7% of the students kept money in a public bank (see Table XXV).

TABLE XXV: MONEY KEPT IN A PUBLIC BANK

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 69.4 | 68.2 | 66.2 | 71.8 | 58.6 | 69.2 | 67.1 | 80.7 | 69.2 | 67.3 | 74.7 | 75.0 | 68.7 |
| N | 30.6 | 31.8 | 33.8 | 28.2 | 41.4 | 30.8 | 32.9 | 19.3 | 30.8 | 32.7 | 25.3 | 25.0 | 31.3 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Only 15.4% of the students had a public library card. Among those who did, 69% had taken out a book from the public library during the past year (see Table XXVI).

TABLE XXVI: PUBLIC LIBRARY CARD

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 14.5 | 16.0 | 19.4 | 9.8 | 28.8 | 11.3 | 16.7 | 6.6 | 11.3 | 13.8 | 21.9 | 22.2 | 15.4 |
| N | 85.5 | 84.0 | 80.6 | 90.2 | 71.2 | 88.7 | 83.3 | 93.4 | 88.7 | 86.2 | 78.1 | 77.8 | 84.6 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

If yes, when did you last check out a book?

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| this wk | 39.3 | 9.3 | 25.0 | 10.5 | 47.4 | 30.8 | 7.1 | ... | ... | 20.5 | 26.1 | ... | 21.1 |
| this mo | 17.9 | 20.9 | 23.1 | 10.5 | 15.8 | 23.1 | 21.4 | 16.7 | ... | 23.1 | 21.7 | ... | 19.7 |
| this yr | 17.9 | 34.9 | 30.8 | 21.1 | 26.3 | 30.8 | 28.6 | 16.7 | 50.0 | 23.1 | 30.4 | 50.0 | 28.2 |
| year + | 17.9 | 16.3 | 15.4 | 21.1 | 5.3 | 15.4 | 21.4 | 16.7 | 16.7 | 15.4 | 17.4 | 50.0 | 16.9 |
| T | 92.9 | 81.4 | 94.2 | 63.2 | 94.7 | 100.0 | 78.6 | 50.0 | 66.7 | 82.1 | 95.7 | 100.0 | 85.9 |

86.6% of the students considered their health good or excellent.

TABLE XXVII: HEALTH STATUS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Excel. | 44.9 | 27.5 | 35.6 | 33.7 | 43.3 | 42.6 | 31.8 | 26.1 | 33.3 | 33.6 | 36.2 | 40.0 | 34.8 |
| Good | 46.9 | 55.3 | 47.4 | 57.8 | 47.8 | 49.6 | 52.6 | 53.3 | 48.1 | 51.6 | 55.2 | 60.0 | 51.8 |
| Fair | 6.1 | 14.7 | 14.8 | 6.0 | 9.0 | 5.2 | 12.1 | 20.7 | 16.7 | 12.5 | 5.7 | ... | 11.1 |
| Poor | 2.0 | 2.6 | 2.2 | 2.5 | ... | 2.6 | 3.5 | ... | 1.9 | 2.4 | 2.9 | ... | 2.3 |
| TOTAL | 99.9 | 100.1 | 100.0 | 100.0 | 100.1 | 100.0 | 100.0 | 100.1 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 |

92.9% of the students had a T.V. (See Table XXVIII).

TABLE XXVIII: HAVE TV

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 86.7 | 97.4 | 92.3 | 81.8 | 93.1 | 96.4 | 94.6 | 88.9 | 88.9 | 91.9 | 97.1 | 100.0 | 92.9 |
| N | 13.3 | 2.6 | 6.7 | 7.7 | 18.2 | 6.9 | 3.6 | 5.4 | 11.1 | 8.1 | 2.9 | ... | 7.1 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

T.V. preferences were ranked as follows: News (50.7%), Movies (48.7%), Musicals (41%), Comeday (35.8%), Quiz or Game (26.9%), Drama (25.6%), Sports (25.6%). (See Table XXIX.)

TABLE XXIX: TV PREFERENCES

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Sports | 44.6 | 11.9 | 25.8 | 24.7 | 22.7 | 24.1 | 27.2 | 22.1 | 30.8 | 23.2 | 28.6 | 18.2 | 25.3 |
| Quiz or game | 18.3 | 32.8 | 29.2 | 23.7 | 24.2 | 17.9 | 31.4 | 27.9 | 21.2 | 23.9 | 40.0 | 18.2 | 26.9 |
| Comedy | 32.3 | 37.7 | 33.0 | 38.9 | 39.4 | 37.5 | 32.5 | 34.9 | 34.6 | 36.2 | 34.3 | 18.2 | 35.5 |
| Western | 36.0 | 17.5 | 21.2 | 30.5 | 27.3 | 32.1 | 24.3 | 14.0 | 19.2 | 27.2 | 22.9 | 27.3 | 25.1 |
| Musical | 26.3 | 51.1 | 38.3 | 44.7 | 22.7 | 39.3 | 43.8 | 48.8 | 28.8 | 38.8 | 50.5 | 72.7 | 41.0 |
| Drama | 23.7 | 26.9 | 26.1 | 24.7 | 30.3 | 25.9 | 24.9 | 17.4 | 15.4 | 25.7 | 32.4 | 9.1 | 25.6 |
| News | 47.3 | 53.0 | 46.2 | 56.8 | 34.8 | 42.9 | 54.4 | 65.1 | 53.8 | 51.4 | 46.7 | 63.6 | 50.7 |
| Movies | 44.6 | 51.5 | 43.6 | 55.8 | 48.5 | 57.1 | 47.9 | 33.7 | 32.7 | 46.0 | 64.8 | 45.5 | 48.7 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Students were asked if they wished their spouse to have more or less schooling than themselves. 54.1% said the same, and 42.4% said more. However, considerably more wives (52%) wanted more education for their husbands, than husbands (29.2%) wanted for their wives. (See Table XXX)

TABLE XXX: EXPECTATION OF SCHOOLING FOR SPOUSE

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| More | 29.2 | 52.0 | 45.7 | 38.5 | 53.3 | 43.3 | 38.0 | 41.9 | 41.4 | 38.6 | 53.0 | 16.7 | 42.4 |
| Abt. same | 63.2 | 47.4 | 51.1 | 57.7 | 42.2 | 54.4 | 56.6 | 58.1 | 55.2 | 56.3 | 47.0 | 83.3 | 54.1 |
| Less | 7.6 | 0.5 | 3.3 | 3.8 | 4.4 | 2.2 | 5.4 | ... | 3.4 | 5.1 | ... | ... | 3.5 |
| T | 100.0 | 99.9 | 100.1 | 100.0 | 99.9 | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

87.0% of the students said they liked very much going to adult classes (see Table XXXI).

TABLE XXXI: LIKE GOING TO SCHOOL

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Very much | 82.6 | 90.1 | 87.7 | 86.0 | 83.6 | 80.9 | 89.0 | 94.5 | 84.9 | 87.4 | 86.7 | 72.7 | 87.0 |
| Some | 15.4 | 9.5 | 11.6 | 12.5 | 16.4 | 17.4 | 9.8 | 5.5 | 15.1 | 10.8 | 13.3 | 27.3 | 12.0 |
| Not much | 2.1 | 0.4 | 0.7 | 1.5 | ... | 1.7 | 1.2 | ... | ... | 1.7 | ... | ... | 1.1 |
| TOTAL | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 100.1 |

English was considered the most important subject in school. The rank order of the subjects which students felt most important is listed in Table XXXII.

TABLE XXXII: MOST IMPORTANT SUBJECT IN SCHOOL

| | | MEN | | | | | WOMEN | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | Blank | to 25 | 25-34 | 35-49 | 50+ | Blank | to 25 | 25-34 | 35-49 | 50+ |
| Spelling | 11 | | | 6 | | | | | | | 5 |
| Conversation | 24 | | | | | | | | 7 | | 17 |
| Reading | 116 | | 10 | 26 | 19 | 6 | 3 | 10 | 8 | 15 | 9 |
| English | 206 | 5 | 8 | 22 | 19 | 12 | 7 | 17 | 23 | 58 | 35 |
| Math | 53 | 2 | 10 | 8 | | | | 14 | | 19 | |
| Language | 10 | | | | 10 | | | | | | |

68.8% of the students felt they were as smart as the other people in their ABE class (see Table XXXIII).

TABLE XXXIII: ATTITUDE TOWARD OTHER STUDENTS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 65.4 | 71.1 | 60.4 | 79.8 | 53.8 | 72.5 | 66.5 | 79.1 | 52.9 | 71.3 | 68.7 | 90.0 | 68.8 |
| N | 34.6 | 28.9 | 39.6 | 20.2 | 46.2 | 27.5 | 33.5 | 20.9 | 47.1 | 28.7 | 31.3 | 10.0 | 31.2 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

If the students had to quit the ABE class, 91.4% said they would be unhappy (see Table XXXIV).

TABLE XXXIV: ATTITUDE TOWARD CLASS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Happy | 5.1 | 3.0 | 3.0 | 5.0 | 3.0 | 4.4 | 5.2 | 2.2 | 3.7 | 2.8 | 5.0 | 18.2 | 3.9 |
| Wouldn't matter | 4.6 | 4.9 | 5.7 | 3.5 | 4.5 | 4.4 | 5.2 | 3.4 | 5.6 | 5.3 | 2.0 | 18.2 | 4.8 |
| Unhappy | 90.4 | 92.1 | 91.3 | 91.5 | 92.5 | 91.2 | 89.5 | 94.4 | 90.7 | 91.9 | 93.1 | 63.6 | 91.4 |
| TOTAL | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 100.0 | 100.1 | 100.0 | 100.1 |

Students were asked how much education they planned to complete: Elementary School 38.8%, High School 49%, College 12.2%. Older students and students with less education both had lower educational expectations. (See Table XXXV.)

TABLE XXXV: EDUCATIONAL EXPECTATIONS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Elem. school | 37.7 | 39.6 | 31.1 | 50.6 | 15.0 | 21.6 | 46.2 | 65.3 | 70.8 | 39.7 | 19.5 | 28.6 | 38.8 |
| High school | 47.9 | 49.8 | 55.5 | 39.0 | 66.7 | 61.9 | 43.4 | 32.0 | 18.8 | 51.5 | 62.1 | 28.6 | 49.0 |
| College | 14.4 | 10.7 | 13.4 | 10.4 | 18.3 | 16.5 | 10.3 | 2.7 | 10.4 | 8.8 | 18.4 | 42.9 | 12.2 |
| TOTAL | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 | 100.0 |

81.8% stated that they would like to take a trip to another country. Responses remained stable even with age differences (see Table XXXVI).

TABLE XXXVI: TRAVEL ABROAD

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Yes | 83.2 | 80.8 | 78.9 | 85.6 | 83.6 | 82.8 | 79.8 | 82.2 | 64.8 | 85.0 | 78.8 | 100.0 | 81.8 |
| No | 7.1 | 8.7 | 10.9 | 4.1 | 9.0 | 6.0 | 10.1 | 7.8 | 18.5 | 6.8 | 6.7 | ... | 8.0 |
| Maybe | 9.7 | 10.6 | 10.2 | 10.3 | 7.5 | 11.2 | 10.1 | 10.0 | 16.7 | 8.2 | 14.4 | ... | 10.2 |
| TOT. | 100.0 | 100.1 | 100.0 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 |

Most of the fathers of the students were farmers. Other occupations of the fathers of the students are listed in Table XXXVII.

TABLE XXXVII: FATHER'S OCCUPATION

| | | MEN | | | | WOMEN | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | to 25 | 25-34 | 35-49 | 50+ | Blank | to 25 | 25-34 | 35-49 | 50+ |
| Farmer | 136 | | 23 | 22 | 15 | 1 | | 16 | 35 | 24 |
| Laborer | 10 | | | 2 | | | 2 | | | 6 |
| Mill Worker | 4 | | | | | | | | | 4 |
| Road Agent | 2 | | | | | | 2 | | | |
| Mechanic | 6 | | | | | | 2 | | 4 | |
| Carpenter | 10 | | | 4 | | | | | 6 | |
| Contractor | 1 | | | | | 1 | | | | |
| Sawmill | 1 | | | | | 1 | | | | |
| Foreman | 1 | | | | | 1 | | | | |
| Operator (Power House) | 1 | | | | | 1 | | | | |
| Factory Worker | 4 | 3 | | | | 1 | | | | |
| Repairman | 1 | | | | | 1 | | | | |
| Mason | 2 | 2 | | | | | | | | |
| Woodsman | 2 | | | 2 | | | | | | |
| Paper Mill | 2 | | | 2 | | | | | | |
| Shoe Shop | 5 | | 3 | 2 | | | | | | |
| Painter | 1 | | | | 1 | | | | | |
| Truck Driver | 3 | | 3 | | | | | | | |

69.5% of the students thought that there was a job-training program where they worked, and 76.6% thought that they qualified (see Table XXXVIII).

TABLE XXXVIII: JOB TRAINING PROGRAMS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 35.1 | 25.7 | 34.3 | 25.9 | 42.1 | 27.7 | 32.8 | 21.9 | 14.6 | 30.4 | 38.5 | 57.1 | 30.5 |
| N | 64.9 | 74.3 | 65.7 | 74.1 | 57.9 | 72.3 | 67.2 | 78.1 | 85.4 | 69.6 | 61.5 | 42.9 | 69.5 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

44.5% wrote out a family budget (see Table XXXIX).

TABLE XXXIX: FAMILY BUDGET

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 36.8 | 50.4 | 44.9 | 44.0 | 42.6 | 39.6 | 49.4 | 43.0 | 49.0 | 39.8 | 56.9 | 42.9 | 44.5 |
| N | 63.2 | 49.6 | 55.1 | 56.0 | 57.4 | 60.4 | 50.6 | 57.0 | 51.0 | 60.2 | 43.1 | 57.1 | 55.5 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

60.3% stated that they could fill out an application form by themselves (see Table XL).

TABLE XL: APPLICATION FORMS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Y | 49.5 | 68.5 | 69.6 | 47.3 | 59.1 | 55.3 | 63.2 | 64.0 | 36.0 | 59.2 | 75.2 | 85.7 | 60.3 |
| N | 50.5 | 31.5 | 30.4 | 52.7 | 40.9 | 44.7 | 36.8 | 36.0 | 64.0 | 40.8 | 24.8 | 14.3 | 39.7 |
| T | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

42.8% had one or more children in school (see Table XLI).

TABLE XLI: CHILDREN IN SCHOOL

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Yes | 40.4 | 44.5 | 44.6 | 40.3 | 9.0 | 41.4 | 67.4 | 27.2 | 42.6 | 45.0 | 41.0 | 27.3 | 42.8 |
| No | 19.7 | 23.0 | 23.6 | 18.9 | 28.4 | 21.6 | 8.6 | 41.3 | 16.7 | 20.4 | 27.6 | 18.2 | 21.6 |
| TOTAL | 60.1 | 67.5 | 68.3 | 59.2 | 37.3 | 62.9 | 76.0 | 68.5 | 59.3 | 65.4 | 68.6 | 45.5 | 64.4 |
| Blank | 1.5 | 1.1 | 1.1 | 1.5 | 1.5 | 0.9 | 0.6 | 3.3 | ... | 1.0 | 1.9 | ... | 1.3 |
| None | 38.4 | 31.4 | 30.6 | 39.3 | 61.2 | 36.2 | 23.4 | 28.3 | 40.7 | 33.6 | 29.5 | 54.5 | 34.3 |
| G.TOT | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Expectations by the adult students for the education of their children were one per cent (through elementary school) to 19.3% (through high school) and 67.8% (through college). Even those with fewest grades completed (5 or less) expected at least a high school education for their children (30.4%). (See Table XLII).

TABLE XLII: EDUCATIONAL EXPECTATIONS FOR CHILDREN

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Elem. | ... | 1.6 | 0.8 | 1.2 | ... | 2.1 | 0.8 | ... | ... | 1.5 | ... | ... | 1.0 |
| High school | 16.3 | 21.3 | 19.8 | 18.5 | 16.7 | 12.5 | 21.2 | 20.0 | 30.4 | 23.1 | 2.3 | ... | 19.3 |
| Junior coll. | 7.5 | 12.3 | 9.1 | 12.3 | ... | 10.4 | 9.3 | 16.0 | 13.0 | 9.2 | 14.0 | ... | 10.4 |
| College | 75.0 | 63.1 | 68.6 | 66.7 | 83.3 | 72.9 | 68.6 | 60.0 | 52.2 | 66.2 | 79.1 | 100.0 | 67.8 |
| TOTAL | 98.8 | 98.4 | 98.3 | 98.8 | 100.0 | 97.9 | 100.0 | 96.0 | 95.7 | 100.0 | 95.3 | 100.0 | 98.5 |

Most students decided to leave their childrens' career up to themselves. The kinds of work which students wished for their oldest child when he matured appear in Table XLIII. Teacher (16) and doctor (11) head the list.

TABLE XLIII: OCCUPATIONS DESIRED FOR CHILDREN

| | | MEN | | | | WOMEN | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | to 25 | 25-34 | 35-49 | 50+ | Blank | to 25 | 25-34 | 35-49 | 50+ |
| It's up to him | 54 | | 4 | 16 | 1 | 1 | 2 | 9 | 19 | 2 |
| Teacher | 16 | | | | 1 | | | 7 | 7 | 1 |
| Doctor | 11 | | 4 | 4 | | | 1 | 2 | | |
| Secretary | 6 | | | | 1 | | | | 4 | 1 |
| Nurse | 3 | | | | | | | 3 | | |
| Trade | 3 | | | 3 | | | | | | |
| Mechanic | 2 | | | | 1 | | | 1 | | |
| Engineer | 2 | | | | | | | 2 | | |
| Electrician | 1 | | | | | | | | | 1 |
| Electronic Teacher | 1 | | | | | | | | | 1 |
| Farming | 1 | | | | | | | | | 1 |
| Office work | 1 | | | | | 1 | | | | |
| Scientist | 1 | | | | | 1 | | | | |
| Attorney | 1 | 1 | | | | | | | | |
| Contractor | 1 | | | | | | | 1 | | |
| Carpenter | 1 | | | | | | | 1 | | |
| Medicine | 1 | | | | | | | 1 | | |
| Hair dresser | 1 | | | | 1 | | | | | |
| Electronics | 1 | | | | 1 | | | | | |

52% of the students felt the school their child attended was excellent and 41.1% thought that it was good. Older adults rated schools higher than younger students, and adults with more schooling also rated schools higher than adults with less schooling. (See Table XLIV.)

TABLE XLIV: ATTITUDE TOWARD SCHOOLS

| | SEX | | CITIZEN | | AGE | | | | GRADES COMPLETED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | YES | NO | to 25 | 25-34 | 35-49 | 50+ | 5orless | 5-8 | 9-12 | 12+ | TOTAL |
| Excel | 47.5 | 54.9 | 54.5 | 48.1 | 33.3 | 37.5 | 61.0 | 48.0 | 60.9 | 53.8 | 44.2 | ... | 52.0 |
| Good | 45.0 | 38.5 | 36.4 | 48.1 | 66.7 | 56.2 | 33.9 | 36.0 | 21.7 | 41.5 | 46.5 | 100.0 | 41.1 |
| Fair | 3.8 | 2.5 | 3.3 | 2.5 | ... | ... | 4.2 | 4.0 | 13.0 | 1.5 | 2.3 | ... | 3.0 |
| Poor | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL | 96.2 | 95.9 | 94.2 | 98.8 | 100.0 | 93.7 | 99.2 | 88.0 | 95.7 | 96.9 | 93.0 | 100.0 | 96.0 |

What was the role of ABE Students?

The typical ABE student was female, 39 years old with 5-8 years of school completed. This was her first ABE class; she was an American citizen, but not a registered voter, was employed, and had lived at the present address from one to four years. She had asked at least one other person to enroll in an ABE class, did not read a regular weekly newspaper, had a banking account, but not a library card, and had written three letters to others during the preceding month. Her health was good, she had a TV set, and preferred the TV news programs. She expected her spouse to have more education than herself, liked school very much and felt she was as smart as her peers in the ABE class. She would be unhappy to leave the ABE class and expected to finish high school. She did not write out a formal budget for the family, did not help her child(ren) with homework, expected the oldest child to go on to college, and liked the child's present school.

## SUMMARY OF ABE PERSONNEL--TIME I

### Typical ABE Director (88.2% return)

1. Sex: Male
2. Age: 31-40 years
3. Education: BA
4. Teaching experience: 11-15 years
5. Was previously an ABE Director
6. Had taken an ABE course
7. Plan:
    - a. Key contacts: ABE Advisory Committee, School Superintendent, Legal Aid Services
    - b. Anticipated problems: Recruitment of students, providing matching funds
    - c. Textbooks: Of 50 titles, 4 were mentioned 4 or more times
    - d. Recruitment strategy: Newspaper ads, personal contact, radio announcements
    - e. Innovations: Audio-visuals
    - f. Public Relations: Speaking to local organizations
    - g. Evaluation: Conferences with teachers, testing students, student opinion
    - h. Criteria for selecting teachers: Experience, understanding of adults

## Typical ABE Counselor (68.4% return)

1. Sex: Male

2. Age: 40 years

3. Education: MA +

4. Teaching Experience: 15 years

5. Had not taken an ABE course

6. Plan:

    a. Key contacts: School superintendents, Boards of Education, Employment Security Agency

    b. Anticipated problems: Recruitment of students

    c. Recruitment strategy: Radio, newspaper, referrals

    d. Innovations: None

    e. Public Relations: Speaking to local organizations

    f. Expectations for ABE"graduates": They would be acceptable in unskilled or semi-skilled jobs and the ABE program would help meet their needs

    g. Prevention of drop-outs: Counseling, personal contacts, weekly meetings with the ABE Director

    h. Use of tests

    i. Counseling techniques: Newspapers or magazines; no special counseling techniques

    j. Contacts with adult students: Twice per class, or once per month

## Typical ABE Teacher (81.0% return)

1. Sex: Male
2. Age: 35-39 years
3. Education: BA
4. Teaching Experience: 10-14 years
5. Had not taken an ABE course
6. Self-evaluation: 75% rated themselves as good teachers
7. Plan:
    a. Anticipated problem: Wide variety of student abilities
    b. Instructional materials: of 96 titles, 4 were mentioned 4 or more times
    c. Evaluation: Testing of students
    d. Tests selected by: ABE directors or counselors
    e. Use of standardized tests
    f. Resources: Teacher aides, tape recorders
    g. Curriculum:

| | | |
|---|---|---|
| Arithmetic | Yes by 2/3 | Mean: 17% of Time |
| Living Skills | Yes by 1/2 | Mean: 10% of Time |
| Reading | Yes by nearly all | Mean: 41% of Time |
| Social Studies | Yes by 1/2 | Mean: 10% of Time |
| Writing | Yes by 3/4 | Mean: 14% of Time |

## Typical ABE Student (74.1% return)

1. Sex: Female
2. Age: 39 years
3. Education: 5-8 grades completed
4. First ABE class: 55%
5. U. S. Citizen: 57%
6. Registered Voter: 38%
7. Employed: 66% (including 47% women)
8. Asked others to enroll in ABE: 77%
9. Years at current address: 53% (1-4 years)
10. Regular weekly newspaper readers: 30%
11. Bank accounts: 69%
12. Library card: 15%
13. Letter writing: Median of 3 letters previous month
14. Health: Good (52%)
15. Television: 93% owned a television
16. TV preferences: News (51%)
17. Educational expectations for Spouse: Same as self (54%)
18. Attitude toward school: Likes very much--87%
19. Attitude toward peers: Smart as themselves--69%
20. Attitude toward leaving school: Unhappy--91%
21. Educational expectations: High School--49%
22. Write out a formal budget: 43%
23. Able to fill out application forms without assistance: 60%
24. Never help child(ren) with homework: 42%
25. Educational expectations for child(ren): College--68%
26. Attitude toward child's school: Excellent--32%

## F. DATA ON DIRECTORS, COUNSELORS, TEACHERS AND STUDENTS--TIME II

An innovative component of the Survey was the inclusion of Time II measurements of the ABE personnel and students. As a result of the tabulation of the responses to the Time I questionnaires to directors, counselors, teachers, and students, revised questionnaires for each were prepared for administration at Time II, in the spring of 1969. The purpose of these Time II questionnaires was to ascertain the fulfillment of expectations of ABE personnel and students toward the end of the 1968-69 school year, and to find out to what extent the ABE experience influenced the ABE students. The procedure for mailing the questionnaires and tabulation of the data for the questionnaires was similar to that for Time I. Summaries of the characteristics of the ABE personnel and students at Time II and a review of the self-concept inventory of the students follow.

### DIRECTORS--TIME II

Responses were obtained from 15 Directors, 11 male and 4 female, with a median age of 35-39 years. Directors had attended 4 Summer Institutes, 6 State Department of Education Institutes, 7 University courses, and 22 ABE courses. 10 Directors planned to direct a program the following year, 4 did not, and one was undecided. If there was an opportunity, 8 would like to participate in a 2-3 week summer institute for directors, and 7 would not. Directors had met with a number of agency officials, the most common of which was the local superintendent of schools and the ABE advisory committee. A rank listing of these agencies and officials appear in Table XLV.

TABLE XLV. AGENCIES AND OFFICIALS

| | |
|---|---|
| Local Superintendent of Schools | 14 |
| ABE Advisory Committee | 14 |
| Community Action Program | 11 |
| Local Board of Education | 9 |
| Employment Security Agency | 9 |
| Community leaders | 8 |
| Vocational Rehabilitation Agency | 6 |
| Legal Aid Society | 6 |
| Health Department | 4 |
| MDTA Program | 4 |
| Local Education Association | 4 |
| Volunteer Health Society | 3 |
| Volunteer Teaching Program | 3 |
| Probation Officer | 3 |
| Labor Unions | 3 |
| Other | 3 |
| Extension Office | 2 |
| Model Cities | 2 |
| Chamber of Commerce | 2 |
| Fire Department | 2 |
| Public Library | 2 |
| State or County Welfare Office | 2 |
| Work-Experience Program | 1 |
| State Education Association | 1 |
| Job Corps | 1 |

The most common problem which the directors had faced during the year was recruiting students. Other problems which were rated major by at least one director were communicating with teachers (2), getting teachers to take special ABE training (2), compensating teacher aides, getting teachers to use audio-visual aids, providing matching funds, training teacher aides, and finding teachers. The principal way in which ABE students were recruited was by newspaper ads. Other ways of recruiting students, in rank order, appear in Table XLVI.

TABLE XLVI: RECRUITMENT OF ABE STUDENTS

| | |
|---|---|
| Newspaper Ads | 10 |
| Radio Announcements | 9 |
| Mailings | 7 |
| Personal Contact | 5 |
| Recruitors | 5 |
| Last Year's Class | 4 |

Increased community support for the local programs was achieved by talking to civic organizations and leaders, using the ABE advisory committees, and providing publicity regarding the programs to news media, newspapers, radio, television, and church announcements. The ABE program was evaluated by student testing, solicitation of opinions from students, teacher conferences, staff consultations, re-testing, and by advisory committee recommendations. The most important criteria for selecting teachers were experience and the understanding of adult students.

## COUNSELORS--TIME II

Responses were received from 12 ABE counselors, 9 male and 3 female, with a median age of 40-44. Eleven counselors planned to counsel students next year and one did not. Ten counselors would like to participate in a two-week summer training institute for ABE counselors and 2 were undecided. Counselors would like to have more information on testing, recruitment, development of better assessment procedures, alcoholism, drugs, and differences between working with teenagers, adults and foreign born included in the curriculum.

Counselors had met with a number of community agencies and officials, the most common of whom were employment security agency officials, superintendents of schools, community leaders, MDTA directors, Education Association officials, and ABE advisory committee members. The most common problem was recruiting students. The only other problems rated major by at least one counselor was handling referrals from community agencies.

Nine counselors used standardized tests. The major new programs in counseling techniques which had been introduced during the year were the introduction of ABE into a county prison and into low-income neighborhoods, using speakers and filmstrips, grouping students, individualizing instruction, introducing self-evaluation, conducting initial interviews with new students, using self-referrals, and providing regular counseling programs. The principal way of recruiting students was from referrals. Community support was increased by using the newspaper and radio. Counselors were asked to identify the types of employment opportunities which might be open to adults whom they counseled. The most common was factory work. Other suggestions were clerical work, jobs in Community Action Programs, cutting wood, garage work, and checking out buses. In general, counselors were not able to identify the counseling techniques which they used.

One counselor met with all of his students, 2 with 5-10, 4 with 15-20, 2 with 21-24, and 3 with over 30 students. On the average a counselor met with a student twice during the year. Each meeting usually lasted between 5-30 minutes. Counselors felt that the following specific needs of students were met by the ABE program: filling the gap left after leaving school, improving social skills, and learning to help themselves. Dropouts were brought back to classes by personal contacts. Only two counselors held in-service training programs in counseling techniques for ABE teachers.

Counselors were asked to describe the one most important function of their counseling. These functions were: encouraging continuance of participation, gaining and fostering rapport essential to students' continuance in the program, instilling self-confidence, aiding students in finding useful employment, helping with transportation problems, and instilling a desire for achievement. Half of the counselors evaluated the ABE program and eight kept anecdotal records of the students whom they counseled.

## TEACHERS--TIME II

Responses were received from 50 ABE teachers of whom 20 were male, 30 female, with a median age of 35-39 years. Standardized tests were used by 23 teachers, of which the most common was the ABLE test. Other tests mentioned more than once were the Botel Reading Inventory and the Student Survey Form A. Teachers were asked to average the percentage of time spent teaching ABE topics. The median percentages were: arithmetic (10-19%), living skills (0%), reading (40-49%), social studies (0%), writing (0-10%), conversation (0%). However, some teachers apportioned their time quite differently. For example, some teachers spent 50-59% of their time on arithmetic, 30-39% on living skills, 90-99% on reading, 20-29% on social studies, 40-49% on writing and 80-89% on conversation.

Each teacher was directed to select from a list which resources and help he used during the year. The most common was teacher aides. Others were: programmed materials (28), flexible scheduling (28), school library (22), counselors (21). Each teacher was asked to rate his own skill in teaching ABE students. 10 said excellent, 35 good, and 4 fair.

The two main problems which the teachers had faced were the wide range of abilities and backgrounds of the students (17) and lack of instruction materials, particularly on the lower levels (17). Keeping up the interest of students (14) and lack of enough class time (9) were also mentioned. Teachers evaluated their students by testing and by assessing the eagerness and willingness of the students to learn (12). 37 teachers planned to teach ABE next year, 5 did not and 6 were unsure. Each teacher was asked whether he would participate in a 2 or 3 week summer training institute for ABE teachers; 25 said yes, 14 no.

## STUDENTS--TIME II

Responses were received from 439 ABE students throughout New Hampshire. 93.5% planned to attend another ABE class the following year. 96.9% of the students liked their ABE class better at the end than at the beginning of the class.

Students were asked if the attendance at ABE classes had influenced changes in their lives. The most noticeable results of the ABE classes were: (1) encouraging others to attend an ABE class (80.2%), (2) decreasing shyness (77.7%), (3) beginning to read different magazines (65.9%), (4) starting to read a newspaper regularly, and (5) becoming interested in taking a trip to another country (59.2%). Other results were taking out a public library card (16.2%), getting a better job (18.4%), speaking with the child's teacher (41.4%), joining a new organization (6.4%), and giving more help to the child with his homework (44%). ABE students usually (58.7%) planned to complete high school and 12.2% aimed for college, while 29.1% only expected to complete an elementary education.

In addition, the students were asked to indicate how they felt about themselves by responding yes or no to a series of statements. The primary changes of the responses between Time I and Time II were as follows:

| | Time I | Time II | % Change |
|---|---|---|---|
| 1. Some people think I should get more education | 80.5 | 88.1 | + 7.6 |
| 2. I'd rather like my job than make a lot of money | 72.5 | 79.5 | + 7.0 |
| 3. You can trust most people | 68.9 | 75.6 | + 6.7 |
| 4. As I get older it is easier for me to learn | 41.3 | 47.8 | + 6.5 |
| 5. Most people get along very well together | 84.1 | 89.6 | + 5.5 |

## G. THE CONCORD SEMINAR

The Concord Seminar was held in Concord, New Hampshire, on May 16, 1969, in order to communicate the preliminary findings of the Survey to selected key leaders in New Hampshire: superintendents of schools, chairmen of school boards, local ABE directors, local adult education directors, state ABE Advisory Committee members, members of local ABE advisory committees, persons interviewed by the Team, state directors of ABE in USOE Region I, and representatives of the University of New Hampshire, the State Board of Education, the staff of the New Hampshire Education Association, and community leaders.

Participants in the Concord Seminar received the preliminary evaluation survey report of the Team. The intent of the report was to help create a favorable climate, not only for an extension of ABE in New Hampshire, but also to aid in the expansion of adult programs for the needs of "all ages and from all walks of life."

A schedule of the program of the Seminar appears on page 75. The entire proceeding was taped. Commissioner Newell J. Paire opened the Seminar and stayed to hear the presentations by members of the Team. These anecdotal presentations culminated in a series of specific recommendations which were then checked for accuracy and understanding by a group of panelists led by Mr. Frank W. Brown, Chief of Division of Instruction.

Following a luncheon a description of the entire Survey design was presented visually. This information complemented the "Preliminary Summary of the NAPSAE Survey of Adult Basic Education in New Hampshire," which each participant had received. This summary included the tentative recommendations for the ABE program. The seminar then sub-divided into five small groups, each under a leader (who had been trained by the Team for this purpose earlier in the day). The leaders collected cards on which each participant indicated both the recommendations which he supported and which he opposed. These reactions were incorporated into the body of this report.

The entire Seminar reconvened and the five group leaders reported the salient reactions from each group. The Seminar then divided into groups of two which wrote out suggestions for the implementation of the accepted recommendations. These recommendations are reported beginning on page 16. The Seminar was adjourned by Mr. John E. Sideris.

# ADULT BASIC EDUCATION SEMINAR
sponsored by the
N. H. STATE DEPARTMENT OF EDUCATION

New Hampshire Highway Hotel
Concord, New Hampshire
Friday, May 16, 1969

## PROGRAM

10:30 a.m. Registration and Coffee--Lobby adjacent to Blue Room (second floor)

11:00 a.m. Opening of Seminar
  Presiding: John E. Sideris, Consultant for Adult Basic Education, State Department of Education
  Welcome: Newell J. Paire, Commissioner of Education

11:15 a.m. Anecdotal Presentation of Site Visits by NAPSAE Evaluation Team
  Participators: Richard W. Cortright
  James R. Dorland
  Robert A. Luke

11:55 a.m. Panel for Communication-Check
  Panelists: Frank W. Brown, Chief of Division of Instruction, N. H. Department of Education
  Richard Green, Director of ABE Program, Rochester, N.H.
  Mrs. Constance Griffin, ABE Teacher in Rochester, N.H.
  John E. Sideris

12:30 p.m. Luncheon served in Main Dining Room on first floor

1:30 p.m. Interpreting the Evaluation Design: Richard W. Cortright

1:45 p.m. Small Group Reactions to Evaluators' Recommendations
  Presiding: Robert A. Luke
  Group 1 meets in Blue Room. Recorder: Eugene Littlefield
  Group 2 meets in Dustin Room. Recorder: William Sebert
  Group 3 meets in Patterson Room. Recorder: Mark Kristoff
  Group 4 meets in Stark Room. Recorder: Richard Pinette
  Group 5 meets in Rogers Room. Recorder: Harold Hapgood

2:45 p.m. Reaction Groups Return to Blue Room
  Small Group Feedback--Interviews with Recorders
  Participators: James R. Dorland
  William A. Brady, Director of Instructional Services, WENH-TV
  Recorders from 5 Reaction Groups

3:30 p.m. Buzz Groups for Back Home Implications
  Presiding: Robert A. Luke

4:00 p.m. Closing Remarks: John E. Sideris

# III. THE NEXT STEPS

Information from the Survey Report adds to the knowledge about ABE in New Hampshire during one year and provides both baseline data from the beginning of a year's program and from the end of that same program. The innovative approaches of the Survey, such as interviewing community personnel about ABE and using the debriefing seminar to involve a wide spectrum of citizens in reacting to recommendations, can be used by educational policy makers in the Granite State. But the next steps are the most important.

Who will read the report of the Survey? Only leaders in the state department of education? How will the report be disseminated? Only through official notices? What planning will result? Only a one-time in-service day-long meeting? What training programs will be designed? Only the patterns of the past? What evaluation will be built for 1969-70 and the years ahead? None? Or will the data now collected, arranged, and interpreted be the beginning of a longitudinal evaluation of ABE in New Hampshire?

## GUIDELINES FOR BACK HOME IMPLICATIONS

It is recommended that once the Survey Report is accepted by the State Department of Education, copies be made available to local directors of adult education and of adult basic education, to all school district superintendents, and to presidents of local boards of education. The letter of transmittal should urge the following action steps:

I. In Communities with an ABE Program.

A. Reprint sufficient copies of the recommendations of the statewide study for distribution to a broadly based community sample of representatives of the population invited to the Concord Seminar. Send the recommendations to the above indicated key people along with a covering letter from the Superintendent (or president of the Board of Education or Director of Adult Basic Education) emphasizing the following points:

1. The context of the recommendations
2. General statement of the relevance to the community
3. Invitation to a community workshop

B. Recommend that the Superintendent convene a community-wide, workshop type meeting modeled on the Concord Seminar, at which time the implications of the Study for the local community will be discussed. A proposed design for a local Seminar is as follows:

| | |
|---|---|
| 7:30 p.m. | Welcome and statement of purpose of meeting by the local Superintendent of Schools. |
| 7:45 p.m. | Comments by the local ABE director and organization of impromptu study groups. |
| 8:00 p.m. | Meeting of study groups. One individual arbitrarily chosen to be a chairman, another the recorder. Report-back cards to be prepared in advance on two questions and discussion to be directed to the consideration of:<br>(1) What implications (meaning) does this study have for our community?<br>(2) What separate or different recommendations would we make for our community? |
| 9:00 p.m. | Report back session. Director of ABE, Superintendent of Schools, and member(s) of the Board of Education. |
| 9:30 p.m. | Adjourn |

II. An alternative to the above plan would be for the local director of ABE to conduct a series of interviews with key people similar to those conducted by the Survey Team and to prepare, on the basis of their responses, a preliminary set of conclusions and/or observations for discussion and reaction at a Community Seminar.

III. In communities without an ABE Program, the seminar would be convened by the Superintendent of Schools at a meeting similar to that indicated in I-B above, but with the emphasis on program initiation. The principal resource person in these communities would be the State Consultant on Adult Education.

The Team believes that ABE has a good beginning in New Hampshire, but only a beginning. The very nature of the Survey tends to point out question-marks about the program rather than accomplishments. The Survey has, in fact, left out human interest stories, such as those which were told at the Concord Seminar and heard by the Team from ABE personnel and participants across the state. Perhaps, in the long run, these stories are more important to remember than statistical data: the superintendent who made his office available to the Team and where the Team interviewed an ABE student in the School Board room, the "school without walls" where adults learned in the newest kind of educational facility, the ABE teacher who drove 100 miles a night to help teach a hard-core illiterate, the teachers who were so highly stimulated by their ABE experience that they wished to change their careers to full-time teaching of adults, the student who sat in her son's actual day school room and at his very desk so that they both might "learn together."

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